

*Learning
English*

for
Class VII

LEARNING ENGLISH

for
Class VII



WEST BENGAL BOARD OF SECONDARY EDUCATION
77/2 PARK STREET
CALCUTTA 700 016

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FOREWORD

Learning English for Class VII has been revised and redesigned by the English Syllabus Advisory Sub-Committee of the West Bengal Board of Secondary Education on the basis of the recommendations of the Education Commission (headed by Dr. Ashok Mitra) and the Government Order No. 458-Edn., (P) dated 30.5.1994. The West Bengal Board of Secondary Education is happy to introduce this second book in the series.

Guidelines have been given for proper use of the book by learners and teachers. For judicious use of time for teaching and learning, the number of classes required for each lesson has been specified.

We are grateful to the experts who have put ceaseless efforts and given us unstinted co-operation in bringing out the book. It is hoped that the book will be of much help to all concerned.

With the co-operation and enthusiastic support of the teachers, we have been able to introduce Learning English for Class VI successfully. We do hope and look forward to the same assistance once again.

We are, however, still open to comments and suggestions from all concerned whose advice and guidance will help us for further improvement of this book. Feedback from students, teachers, parents and all concerned about English study at Schools will be highly appreciated.

April 26, 1996
77/2, Park Street,
Calcutta 700 016

Chittaranjan Bandyopadhyay
President
West Bengal Board of
Secondary Education.

To the Teachers

(a) About the Book:

Learning English for Class VII has been prepared by the West Bengal Board of Secondary Education on the basis of the recommendations of the Education Commission (Dr. Ashoke Mitra Commission), appointed by the Govt. of West Bengal and the Govt. Order No. 458 Edn. (P) dated 30th May, '94.

The earlier book (Learning English-Step-II) has been revised and redesigned for the learners to pick up the communicative skills in English Language. A good amount of reading-matter has been included in the text-book to give the learners practice in reading. There are also quite a number of exercises (tasks) that will help the learners to develop their four skills of language learning, viz., listening, speaking, reading and writing.

The lessons are language function based. They would enable the learners to (i) describe, (ii) narrate, (iii) make a comparison, (iv) report, (v) request, (vi) invite—accept or decline, (vii) state intentions and (viii) state facts in a simple way.

The text-book is basically learner-centred. Your role is mainly that of a facilitator. There is scope for the learners to work in pairs or groups or even individually as the class-room situation permits. The content is made interesting in order to motivate the learners. Though the target is mainly to learn the functions.

As recommended by the Education Commission, some amount of grammar has been included in the exercises to give the students practice in the required language structures. The rules of grammar are given to help the learners easily understand how language structures operate. These rules are not meant to be tested or examined. If felt necessary mother-tongue may be used to explain the rules or to simplify instructions.

Every lesson is divided into four sections. Section-'A' is meant for comprehension ; Section-'B' is to develop vocabulary ; Section-'C' is to give the learners the concept of grammar and grammar practice, and Section-'D' is to develop the skills of writing. The teacher may devise similar exercises for intensive practice, if necessary.

At the beginning of the book there is a Revision Lesson recapitulating the work done in Class VI. At the end of the book there are a few poems for pleasure-reading and some extra writing tasks to supplement the ones given in the lessons.

(b) How to use the book:

Before starting the lesson, you should spend two or three minutes everyday for the day's lesson. This will boost up the student's urge to learn further. You ought to help the learners to read the text confidently and efficiently. Reading aloud may sometimes be necessary, but eventually, the learners should better be initiated into silent reading.

So far as Section-D (Writing) is concerned, the learners ought to be allowed to work on their own or in pairs or in groups as the class-room situation permits. You should move around helping the learners. You ought to insist on some writing at the end of each lesson, either in the same day or the next, or for homework. This is an important component in the process of language learning and communicating. In order to ensure fewer mistakes, the tasks may be discussed and dealt with in groups or pairs before the learners are allowed to write independently. Self-correction or peer-correction may be done in the class only through the teachers' help. For extra writing practice, you must use 'A Work Book on Guided Composition in English, for Class VI, VII and VIII, published by the West Bengal Board of Secondary Education.

Section-C concerns mainly grammar practice. The rules given in this section are for you to explain, if necessary, also in the mother-tongue. These rules should **not** be tested or examined. The students should never be encouraged to learn these by rote.

There are annexures at the end of the book. There is a list of words given in alphabetical order for ready reference. The learners may be asked to refer to the list, if necessary, and may be encouraged to use standard dictionaries for the meanings.

There are also a few simple poems meant for reading or reciting for pleasure. You are once again the real guides for this section.

For practice and gradual development of the language skills, each lesson may be divided into smaller teaching units (as suggested at the beginning of each lesson). You are, however, free to make the unit divisions according to the level of proficiency of the learners.

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Revision Lesson

- The following words are not in order. When put to order, they make sentences. Put them in order. Write capital letters and put full stops where necessary. Your teacher will help you. Do the work in your exercise book.
 - english — this is the third year — of learning
 - helps us much — our teacher
 - help one another — we also
 - we do — in the class-room — all our English lessons
 - our English class — we enjoy
- You have learnt (in class VI) to describe insects, birds, animals, people. Now, describe **two objects** you see in the class-room or see through your class-room windows. Write in your exercise book and show it to your teacher.
- We have 26 letters in the English Language. 'A' is the **first** letter, and 'Z' is the **twenty-sixth** letter. Now, write in your exercise book the position of each of the letters of the word '**English**'. You should write in this way : 'E' is the fifth letter of the English alphabet, 'n' is.....Now write about the other six letters of the word and show it to your teacher.
- We don't like to go to school everyday. So, there are the Sundays and the holidays. Now, write in your exercise book in 5/6 sentences what you did from 8 a.m. to 12 noon on the 1st May, a holiday. Show your writing to your teacher. You may use the following doing-words:
got up; had; helped; read/did; went/came back; washed; played; watched
- (a) The following form is about you. Fill it in and show it to your teacher:

Family name or Surname : _____ First name : _____

Class : _____ Age : _____ Nationality : _____

Occupation : _____ **Student**

Name of School : _____

Address of School : _____

Favourite subject : _____

Favourite game : _____

Any special interest : _____

Father's name : _____

Mother's name : _____

Her occupation : _____

No. of brothers and sisters : _____

- (b) Now, using the information in the above form, write in your exercise book a paragraph about yourself. Show your writing to your teacher.

The Noble Mother

1. Listen to your teacher reading out the story slowly to you. As you listen, find answers to the following questions:

(a) Who is this 'Noble Mother' ?

(b) What is her name ?

(c) Why is she called 'noble' ?

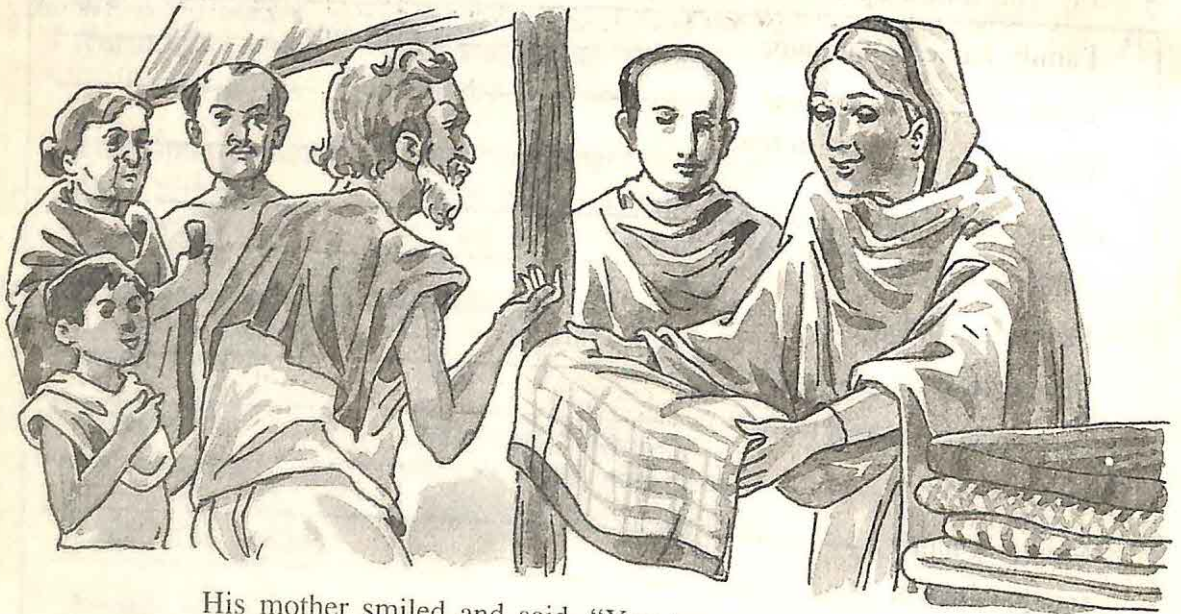
Pandit Iswar Chandra Vidyasagar's mother was a noble lady. She loved to live among the poor villagers and do good to them.

Once Vidyasagar went to see his mother in winter. His mother had only an old cotton shawl. She was wearing it. Vidyasagar noticed this and said to himself, "My mother has only an old cotton shawl. I'll buy a good woollen shawl for her".

So he bought a good woollen shawl for her. He gave it to her and said, "Mother, please use this shawl. Your cotton shawl isn't warm and it's old, too".

Bhagabati Debi smiled and took the new shawl from her son and kept it in her box.

The next morning she used the cotton shawl again. Vidyasagar was surprised. "Mother, why don't you use the new woollen shawl ?" asked the son. "It's quite cold today. Don't you like the shawl ?"



His mother smiled and said, "You have certainly bought a nice warm shawl for your mother. But I have sons and daughters in this village. Many of them haven't got anything for use in winter. How can I use mine ?"

The kind words of his mother touched the heart of her great son. So he bought many shawls for the villagers. Bhagabati Debi was very happy. She distributed the shawls among the poor villagers. Then she began to use her new shawl.

2. Read the story again silently. Try to guess the meanings of the new words. Your teacher will help you.

A. Comprehension:

1. Say whether the following statements are *True* or *False*. Write T or F in the boxes given:

- | | |
|--|--------------------------|
| (a) Bhagabati Debi was a kind and noble lady. | ☐ |
| (b) Bhagabati Debi had no shawl to wear. | ☐ |
| (c) Vidyasagar bought a cotton shawl for his mother. | ☐ |
| (d) Bhagabati Debi put the new shawl in her box. | ☐ |
| (e) Vidyasagar was unhappy when his mother did not wear the shawl. | ☐ |
| (f) Vidyasagar bought shawls for the poor villagers. | ☐ |
| (g) Bhagabati Debi gave her shawl to a poor villager. | ☐ |

2. The following statements are not in order. Read the text and arrange them in the correct order as they come in the story. Put numbers in the brackets given. The first one is done for you.

- (1) Vidyasagar noticed that his mother was wearing an old, torn shawl.
- () Bhagabati Debi did not wear the shawl.
- () Vidyasagar bought many shawls for the poor villagers.
- () She put the shawl in her box.
- () Bhagabati Debi did not wear the shawl because the poor villagers had no shawl.
- () Bhagabati Debi was happy and wore the new shawl at last.
- () Bhagabati Debi distributed the shawls to the poor villagers.
- () He bought a new woollen shawl for his mother.

B. Vocabulary:

Ex. 1. Fill in the blanks with words from the list given below. You may have to use a word more than once:

- (a) Bhagabati Debi was a _____ and _____ lady.

She loved to _____ with the poor villagers.

Once her son saw her _____ an _____ shawl.

Vidyasagar was _____. He _____ a _____ shawl for her. Bhagabati Debi _____ the shawl from her son, but _____ not _____ it. She put it in her _____. Many people in the village _____ nothing to wear in winter, so Bhagabati Debi did not _____ the new shawl.

- (b) Vidyasagar was also a _____ and _____ man. He _____ and respected his mother. He _____ to _____ her happy. He _____ many _____ for the villagers. Bhagabati Debi was _____ to _____ the shawls among the villagers.

shawl(s) ; wear (ing) ; noble ; live ; make ; did ; had ; box ; kind ; torn ; woollen ; sorry ; bought ; old ; took ; loved ; tried ; distribute ; happy.

Ex. 2. Give the opposite words of the following. Your teacher will help you:
warm ; winter ; woollen ; buy ; son ; old ; good ; begin

C. Grammar in use:

Study the following verb forms in the present and past:

Present	Past
love	loved
notice	noticed
smile	smiled

Present	Past
is	<u>was</u>
go	<u>went</u>
have	<u>had</u>

Rule: (a) Some verbs change from the present to the past form by adding a '-d' or '-ed'. These are called **regular** or **weak verbs**.

Example: love → loved ; notice → noticed ; distribute → distributed.

(b) Some verbs change into new words from the present to the past. They are called **irregular** or **strong verbs**.

Example: come → came ; go → went.

Ex. 1 : Learn the following list of regular and irregular verbs:

Regular Verbs	
present	past
add	added
call	called
cook	cooked
die	died
cry	cried
work	worked
dance	danced
ask	asked
drop	dropped

Irregular Verbs	
present	past
get	got
fall	fell
break	broke
draw	drew
find	found
drink	drank
hear	heard
keep	kept
think	thought
see	saw

- Ex. 2.** (a) Make a list of all the **regular** and **irregular** verbs in the lesson.
 (b) Make another list of some more such verbs. Your teacher will help you.
 You may consult other lessons.

Ex. 3. Nouns also have irregular plural forms. For example, we say 'two mice' and not 'two mouses'. A few nouns have such irregular plural forms:

Match the list of singular nouns in column-A with their plural forms in column-B.
 Write the numbers in the brackets given. One is done for you.

	A	B
1.	goose	feet ()
2.	mouse	teeth ()
3.	child	men ()
4.	tooth	geese ()
5.	foot	children ()
6.	man	women ()
7.	woman	mice (2)

D. Writing:

Write in simple sentences (not more than ten) about an act of kindness you know.
 You may use the following words. Your teacher will help you.

kind, kind-hearted, took pity, felt sorry, helped, nursed, was happy, poor, wounded,
 noble, glad, thanked.



Robert Bruce

Read the lesson:

As you read, find answers to the following questions:

- (i) Why was Robert Bruce hiding in a cave ?
- (ii) From whom did Robert Bruce learn a lesson ?

1. There was a brave king. His name was Robert Bruce. Once he became powerless. His enemies drove him away from his kingdom. To save himself from his enemies, he took shelter in a cave in a far away land. He was sad. He began to think how to defeat his enemies and regain his kingdom.
2. Suddenly, Robert Bruce noticed a spider. It was trying to make a cobweb on the ceiling of the cave. The stone walls of the cave were uneven. The spider tried to go from one corner of the cave to another. But it slipped down again and again. Yet it did not give up hopes. At once it started to climb the wall again. It held the thread in its feet. This time it nearly reached the top. But then alas! It landed on the same spot from where it started.
3. The king observed the spider's sad and difficult condition. He compared his own fate with that of the spider. He also tried to rescue his kingdom many times, but he failed. Should he then hide in a cave like a coward ? Never !
4. The spider started to climb again. Once again it had a fall. It fell seven times, but did not give up. It tried again and this time it succeeded in reaching the top. The king learnt a lesson from the spider. He appealed to the people for help and collected soldiers to form a large army. Then he attacked his enemies repeatedly. At last he won the battle and got back his kingdom.

A. Comprehension:

Ex. 1. Listen attentively to your teacher. She/He will read the story very slowly. Complete

the following chart with Nouns that are related to the Verbs. Don't look into your lesson. Listen and write. One is done for you:

What ?	Who ?
<u>drove</u> away	Bruce
<u>took</u> shelter	
<u>noticed</u>	
<u>slipped</u> down	
<u>started</u>	
<u>observed</u>	
<u>tried</u> to rescue	
<u>succeeded</u> in reaching	

Ex. 2. Ask your partner to answer some of the following questions. Your partner will also put the same questions to you for answers:

- (i) Why did Robert Bruce take shelter in a cave ?
- (ii) What was the spider trying to make ?
- (iii) Why was the work difficult ?
- (iv) What two words are used to describe the spider's condition ?
- (v) Why did Robert Bruce compare his condition with that of the spider ?
- (vi) Did the spider give up hopes ?
- (vii) How did Robert Bruce gain courage ?
- (viii) How did he succeed ?

Ex. 3. Here are some statements to match with the paragraphs of the text. Read and put the paragraph number in the boxes given.

- | | |
|---|----------------------|
| (i) Bruce learns a lesson. | <input type="text"/> |
| (ii) Bruce hides in a cave. | <input type="text"/> |
| (iii) A spider tries to make a cobweb. | <input type="text"/> |
| (iv) Bruce compares his fate with that of the spider. | <input type="text"/> |

B. Vocabulary:

Ex. 1. In the story find words which are in meaning opposite to the following words. Write them in your exercise book and show it to your teacher:

near ; powerful ; victory ; friends ; even ; finish ; fail ; happy.

Ex. 2. The meanings of words in column-A are given in column-B. Match them. Write the numbers given in column-A in the brackets given in column-B. One is done for you.

	A	B
(i)	condition	the inner roof of a cave / room (x)
(ii)	give up	place ()
(iii)	observed	luck ()
(iv)	regain	to save from danger ()
(v)	spot	find similarities ()
(vi)	fate	spider's net ()
(vii)	rescue	watched carefully ()
(viii)	compare	stop trying ()
(ix)	cobweb	get something back again ()
(x)	ceiling	state ()

Ex. 3. (a) Look at the word 'powerless' in paragraph 1. We can add 'less' to some words to give the meaning 'without'.

e.g. Once the King became powerless. (= The King was without power)

Similarly, we can say - homeless (without home)

helpless (without help)

harmless (without harm)

meaningless (without meaning)

colourless (without colour)

(b) Now make five new words by adding '-less' to the following and use them in the blanks properly:

rest ; taste ; care ; fear ; sleep

(i) The man was injured. He lay _____ on the floor.

- (ii) We could not eat. The food was _____.
- (iii) The sick child spent a _____ night.
- (iv) A soldier should not be a coward. He must be _____.
- (v) Some students make silly mistakes. They are _____.
- (c) In the same way we can add '**-full**' at the end of some words to give the meaning 'full of'.

Example: thought + full = thoughtful
 the King became thoughtful
 (= the King was full of thoughts)

Note: When added to a word, '**-full**' becomes '**-ful**'

- (d) Make six words by adding '-full' to the following and fill in the blanks given below:

play; hope; use; care; pain; cheer.

- (i) Puppies and kittens are very _____.
- (ii) The footballer left the field with a _____ injury.
- (iii) What a _____ boy he is ! He is always laughing and happy.
- (iv) The doctor is _____ that the sick man will get better soon.
- (v) Amal is very _____. He does not make silly mistakes.
- (vi) The cow is very _____. It gives us milk.

C. Grammar in use:

Ex. 1. Study the following sentences:

- His enemies **drove** him away
- He **took** shelter in a cave
- He **noticed** a spider on the wall.

The verbs '**drove**', '**took**', '**noticed**' tell us what he did in the past time.

Rule: When the action refers to the past time, the Verb is said to be in the **Past Tense**.

Now, underline the Verbs in the following sentences, and write Past or Present in the brackets given. One is done for you:

- (i) The sun shines brightly in the sky. (_____)
- (ii) I met him last Monday. (Past _____)
- (iii) I spent the whole day at home. (_____)
- (iv) He wrote a letter to his father. (_____)
- (v) He started his journey last week. (_____)
- (vi) My mother bought me a new pen yesterday. (_____)

Ex. 2. Give the Present Tense Form of the following words :

Present Tense	Past Tense
	made
	drove
	took
	noticed
	gave
	tried
	followed

Look at this sentence: Mr. Sen lives in Bombay. Note the underlined letters. They are all in capital letters.

When should we use **Capital Letters** ? Here are some rules:

Rule: We use a capital letter

- (a) to begin the names of persons and places and to begin the titles of the persons.
- (b) to begin the names of towns, countries, streets, roads, seas and mountains, and the names of days, months, books, newspapers, ships, trains, etc.
- (c) The words 'I' and 'God' (in the sense of the 'Almighty') also begin with a capital letter. [e.g. **God** is good. Here 'God' means the Almighty. Pluto is the **god** of wealth. Here 'god' refers to a particular god.]

Ex. 3. Re-write the following sentences. Use capital letters in the right place:

- (i) calcutta stands on the river hooghly. (ii) the himalayas lie to the north of india.
- (iii) every sunday mrs sen goes to the rotary club. (iv) i went to bombay by the gitanjali express. (v) mahatma gandhi's birthday is on the 2nd of october.

D. Writing:

1. In the following paragraph, your cousin tells us what he did last Monday:

I went to a bookfair with my father. I bought two story books from a bookstall. I saw some of my friends there. They also bought some story books. We returned home together. I took the books to school the next day. Our teacher read out a story to us from one book.

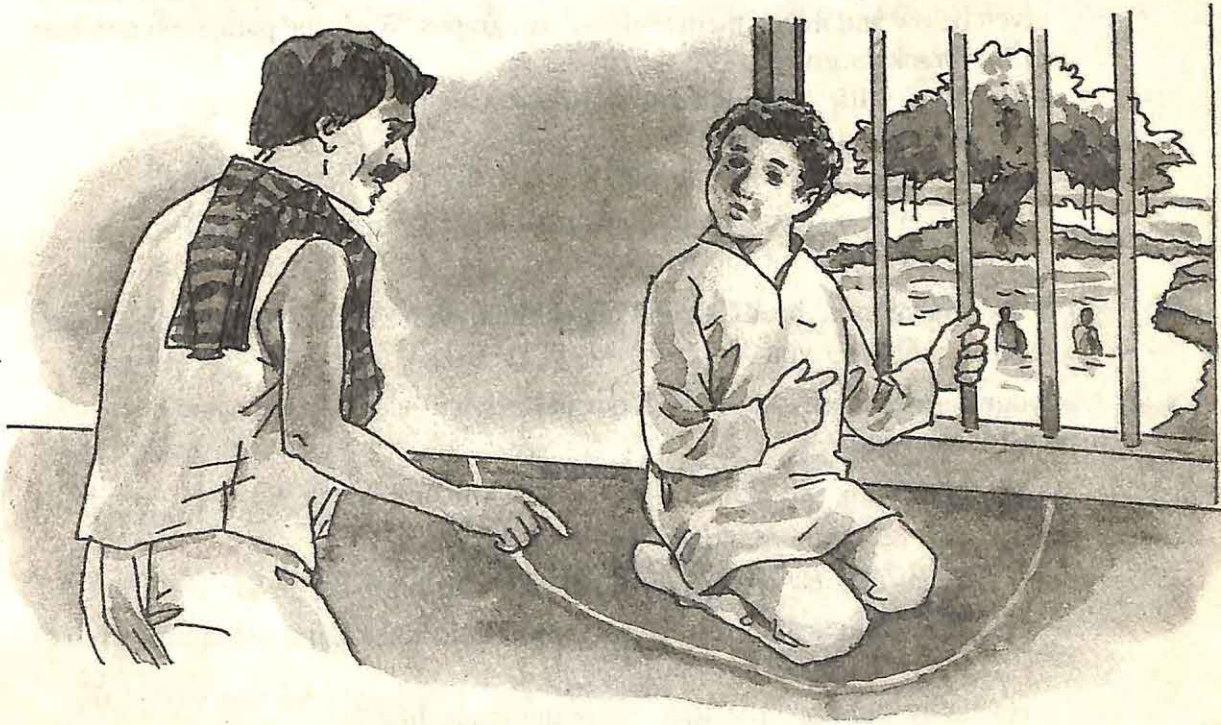
Now following the above paragraph, write what you did yesterday in the morning.

Little Rabi

Listen to your teacher reading the story. As you listen, find answers to the following questions:

- (a) Who is this 'Little Rabi' ?
- (b) Who looked after him during the day ?

1. Little Rabi lived in a nursery. It was near the servants' quarters. In those days boys of most of the rich families lived in this manner. The children saw their mothers at bed time or only when they were ill. They seldom saw their fathers. The servants usually looked after them. They used to give the children very little food. The children could not say anything to their parents. But servants told them stories and recited the Ramayana and the Mahabharata. The children kept quiet and listened to them. They almost knew these great epics by heart.



2. Very often Rabi's servant would give him some food and make him sit at a window. Then he would draw a line round him with a chalk, roll his eyes and say, "Now look, young Master, stay inside this line and you'll be safe. You know the story of Sita. Laksmana drew a line, but she stepped over it. You know what happened then. The horrible demon got her".
3. Then the servant would go out and stay away for hours. Little Rabi wouldn't dare cross the line. He used to sit there and look out at the little pond and the banyan tree beside it. He watched the people come to bathe in the pond and the reflection of the banyan tree in the water. He looked at the houses, the trees and the sky. He learnt to observe things and store them away in his memory. Years later he wrote a beautiful poem about the old banyan tree beside the pond. We do not see the pond and the tree now, but the house and the windows of the room are still there. And there are Rabi's books and his poems about childhood.

A. **Comprehension:**

Ex. 1. (a) The three paragraphs in the story tell us about three things. Read the headings given below and match them with the paragraphs. Write the paragraph number in the brackets given:

- | | |
|---|------------|
| (i) Rabi's life in childhood | () |
| (ii) The pond and the banyan tree | () |
| (iii) Children's life in rich families | () |
| (iv) Staying inside a chalk-line | () |
| (v) Looking out of the window for hours | () |

(b) Try to make more headings and match them with the three paragraphs. Your teacher will help you.

Ex. 2. Ask your partner these questions. Your partner will also ask the same questions to you for answers.

- (i) How long did Rabi sit by the window and watch ?
- (ii) Did he sit there alone ? Who left him there ?
- (iii) What did the servant tell Rabi to make him stay inside the circle ?
- (iv) Was Rabi angry with the servant ? Little Rabi learnt something at this time. What did he learn ?
- (v) Why did not little Rabi cross the chalk line ?
- (vi) Can we still see Rabi's house ? Are the pond and the banyan tree still there ?

B. Vocabulary:

Ex. 1. Match the words in Column-A with their meanings in Column-B. Write the numbers in the brackets given. One is done for you:

	Words		Meanings
1	nursery	(a)	in bad health ()
2	observe	(b)	nearly ()
3	manner	(c)	keep for future use ()
4	ill	(d)	room for children (1)
5	store	(e)	watch ()
6	almost	(f)	stories about great heroes ()
7	epics	(g)	way or form ()

Ex. 2. Read the paragraphs and guess the meanings of these words. You may write the meanings in your mother-tongue in your exercise book. Your teacher will help you:

In **Para-1** - recite, knew by heart

In **Para-2** - roll, young master, safe, demon

In **Para-3** - banyan tree, wouldn't dare, memory

Ex. 3. Here are the meanings of some words in the lesson. Read and find out the words:

(a) crossed (b) story of great heroes (c) shadow (d) frightening (e) a small area of water.

C. Grammar in use:

I. Learn to use "used to..." and 'would + verb' to show **past habits**.

Example : (i) He would sit by the window and watch the people

(ii) The servants used to tell them stories.

The underlined verbs tell us about past habits.

Rule: We usually use 'would + verb' in writing and 'used to + verb' in speech. We find "used to" in the simple past tense only. It means past habits.

II. Study the following paragraphs:

- (a) When my father was young, he **used to** get up early in the morning. He **used to** learn his lessons well. My grandfather **used to** help him to do his sums.
- (b) I had a pet sparrow. It **would come** regularly to my window in the morning. I **would scatter** a handful of rice and it **would pick** them up neatly and then it **would fly** away.

Ex. 1. Little Rabi's servants used to go out and stay away for hours. What did Rabi do then ? Tell your partner. Then write it in your exercise book.

Use these verbs : used to sit ; used to look outside ; used to watch ;

Ex. 2. Study the underlined words in the following sentences:

(i) Rabi sat quietly at the window.

(ii) Rabi always obeyed his servant.

Rule: The underlined words are called **adverbs**. An adverb tells us something more about the verb. Here they answer the question '**how**' or '**how often**'. You will learn more about adverbs later on.

Now, ask your partner the following questions. Use these adverbs in your answers. Then write them down in your exercise book.

never	often	almost	always	seldom	usually
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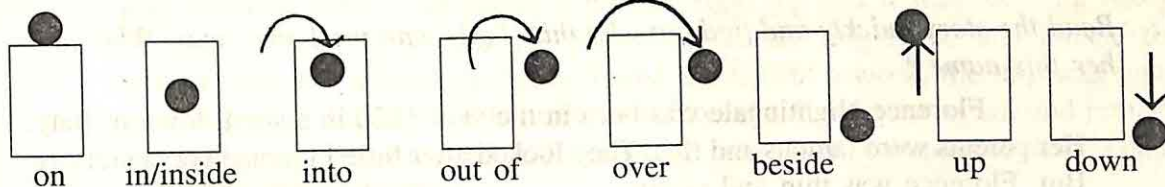
Example: What time do you get up in the morning ?

I **usually** get up at 6 O'clock.

- (a) Did Rabi meet his father very often ?
- (b) Did the servants always stay with the boys ?
- (c) Did the boys know the Ramayana by heart ?
- (d) Did Rabi ever dare cross the chalk-line ?

Ex. 3. (a) You have learnt a few prepositions in Class VI. Make a list of the prepositions given in para-2 of this lesson.

- (b) Study the following chart. Choose suitable prepositions and fill in the blanks in the passage given below:



Ramu lived in a house _____ the post-office. One day, he was playing _____ his garden and saw a pretty little bird _____ the roof of his house. He quietly climbed _____ a ladder and caught the little bird and put it _____ a cage. His father was very angry when he saw the poor bird _____ the cage. He opened the door of the cage and the little bird flew _____ the cage. It flew _____ the trees, the houses and the mountains and could not be seen any more. Ramu became very sad.

D. Writing:

- Ex. 1.** (a) Once your father/mother was a little boy/girl of twelve. Ask him/her some questions and fill in the following chart like this in your exercise book.

What he/she used to like	What he/she used to dislike	What he/she used to do on holidays	What he/she used to do in the evenings

- (b) Now, write **four/five** sentences from the information in the above chart about what your parents used to like and used to do during holidays in the past. Your teacher will correct your work.

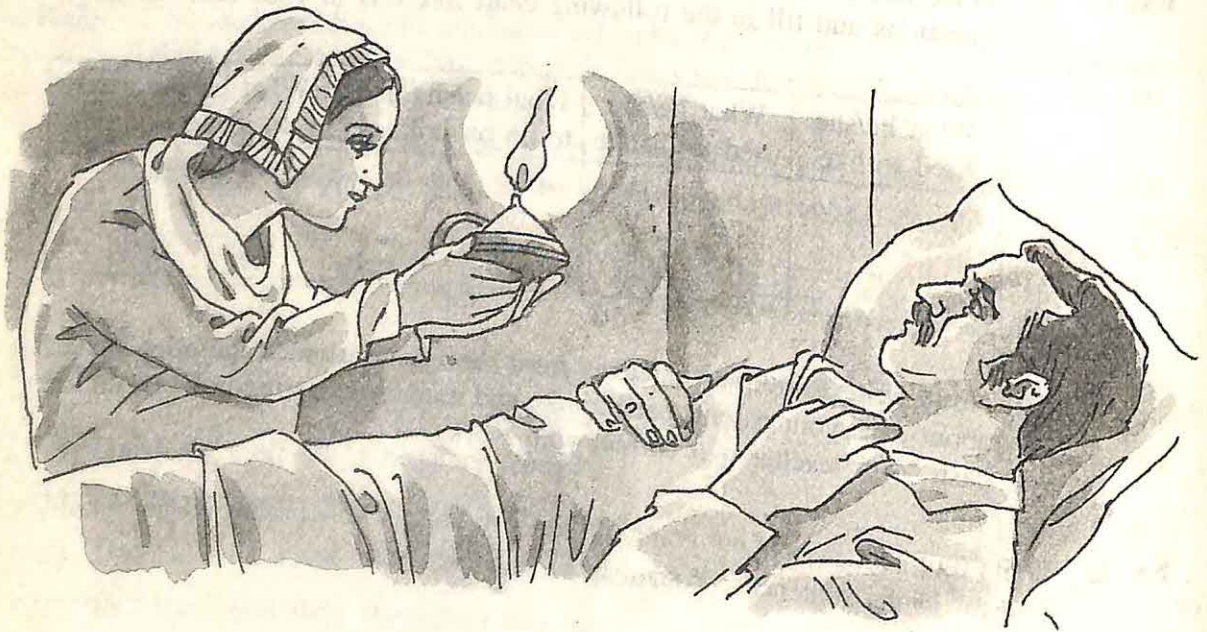
- Ex. 2.** Write four sentences about going to school in your childhood days. Use 'would + verb' in the sentences. Your teacher will help you.

The Lady with the Lamp

1. Read the story quickly and find out who this 'Lady with the Lamp' was. Who gave her this name?

Florence Nightingale was born in the year 1820 in a small town in Italy. Her parents were famous and rich. They looked after little Florence very carefully. But, Florence was thin and sickly.

One day, little Florence said to her father, "Father, I would like to be a nurse." The little girl's father said, "My dear, I do not think you can be a nurse. Nursing is hard work." "I will try," said Florence. Soon she began to learn nursing at home.



One day, Florence was returning home early from school. On the way she saw a dog lying on the road. It was crying bitterly. An unkind boy hit the poor creature with a big stone. It hurt its right leg and it was bleeding badly. Florence became very sad. She gently carried the dog home and nursed the wound. She tied a bandage tightly round the leg. In a week, the dog was quite well. Soon the dog became friendly with Florence. It wagged its tail and jumped around her playfully and licked Florence all over, as if, it wanted to say, "Thank you, little nurse, thank you."

Florence grew up and became a trained nurse. Then the Crimean War started. In those days, hospitals were badly run and the nurses were untrained. The wounded soldiers were never looked after well. They died in the hospitals. Kind-hearted Florence felt sorry for the wounded soldiers. She quickly collected some good nurses with her and went straight to the battle-field in Scutari. She was not afraid to go there. No one could stop her. She found the hospital there very dirty. She quickly made it clean and bright.

She and her companions nursed the wounded soldiers day and night with great care, and finally saved the lives of many brave men.

Every night, Florence went slowly and quietly from bed to bed and spoke softly to the patients. She always held a lighted lamp in her hand. So, the soldiers called her "The Lady with the Lamp".

A. Comprehension:

Ex. 1. Read and fill in the following chart with information from the story:

Name	Florence Nightingale
Place of birth	
Year of birth	
Occupation	
Name given by soldiers	

Ex. 2. Read the story again and tick off (✓) the correct ending that will complete the following sentences:

- (i) Florence wanted to become a nurse because
() she was interested in sick animals.

- () she was thin and sickly.
 () she wanted to help the sick.
 (ii) Florence went to Scutari
 () to help in fighting the battle.
 () to look after the wounded soldiers.
 () to nurse sick animals.
 (iii) Florence nursed the wounded dog because
 () her father told her to do so.
 () she felt sympathy for the dog.
 () she wanted to be a nurse.

Ex. 3. Answer the following questions in pairs. One will ask the question and the other will answer it.

- (i) Why did Florence's father think that she could not be a nurse ? (use 'because' in your answer.)
 (ii) Who went with Florence to Scutari ?
 (iii) Why did Florence go to Scutari ? (use 'because' in your answer.)
 (iv) What was the condition of the hospital there ?
 (v) Why was Florence called 'The Lady with the Lamp' ? (use 'because' in your answer.)

Ex. 4. Connect the following words with the idea given in the story. Write the number in the brackets given. One is done for you. You may have to use the same number more than once.

What ?			Who ?
(i) became sad	(3)	1.	the dog
(ii) licked	()	2.	an unkind boy
(iii) threw stones	()	3.	Florence
(iv) wagged	()		
(v) spoke softly to the patients	()		
(vi) carried a lamp in her hand	()		

B. Vocabulary:

Ex. 1. Pick out the nearest meaning of the words from the choices given. Your teacher will help you.

(a) parents	() father and mother () friends () teachers
(b) creature	() any animal () any living thing () anything made by man
(c) bandage	() chain () long piece of cloth to tie wounds () medicine
(d) famous	() careful () well known () rewarded
(e) looked after	() watched () took care () looked carefully
(f) broke out	() started suddenly () turned into pieces () divided into equal parts

Ex. 2. Match the words in column-A with their **opposites** in column-B. Write the numbers in the brackets given:

	A		B
(i)	sick	a)	finish ()
(ii)	dirty	b)	distribute ()
(iii)	start	c)	healthy ()
(iv)	collect	d)	clean ()
(v)	supply	e)	demand ()

Ex. 3. Form opposites by adding un ——— ; im ——— ; dis ——— ; and in ———.

Example: trained = untrained

appear = ——— ; possible = ——— ; correct = ———

agree = ——— ; pack = ——— ; connect = ———

Ex. 4. Study these sentences from the lesson:

(i) It hurt its right leg and it was bleeding badly. (para-3)

(ii) In those days, hospitals were badly run(para-4)

In sentence (i), the word 'badly' means 'profusely' or 'much'.

In sentence (ii), the word 'badly' means 'not well'.

Note the difference in meaning. Frame some sentences using the word 'badly' in both the senses. Your teacher will help you.

C. Grammar in use:

I. Study the underlined words in the following sentences:

(a) She tied the bandage tightly.

(b) The dog was jumping playfully.

(c) Florence looked after the soldiers carefully.

The underlined words tell you **how** the action was done.

They answer the question 'How' ?

(a) How did she tie the bandage ?

(b) How did the dog jump ?

(c) How did she look after the soldiers ?

'tightly', 'playfully', and 'carefully' are **adverbs**. These are called **adverbs of manner**.

Ex. 1. (a) Pick out adverbs of manner from the following sentences:

(i) India fought bravely in the battle.

(ii) The dog barked loudly at night.

(iii) Rama speaks English fluently.

(iv) The old lady spoke softly.

(v) The mouse ran quickly up the clock.

(b) Now, read and make a list of all the '**Adverbs of manner**' used in the story.

II. Study the underlined words in the following sentences.

(i) Florence was returning home early.

(ii) Florence nursed the wounded soldiers daily.

These words are also adverbs. They tell us when or how often the action was done.

They answer the question—**When ?/How often ?**

(a) When was Florence returning home ?

(b) How often did Florence nurse the wounded soldiers ?

These are called '**adverbs of time**'/'**adverbs of frequency**'.

Ex. 2. Underline the adverbs in the following sentences:

- (i) He went to school late.
- (ii) Today she got up early.
- (iii) The student obeyed her instantly.
- (iv) They go to school daily.
- (v) He always speaks the truth.

III. Study the following sentences:

- (a) Florence went to Scutari to nurse the soldiers.
- (b) Robert Bruce tried to rescue his kingdom.

The underlined words are called **Infinitives** in grammar. You will learn more about such words later on.

Ex. 3. Complete the following sentences using infinitives with verbs from the box below. Two are done for you.

study, buy, sleep, fly, fight, live, carry.

Examples: (i) We eat food **to live**. (ii) We use a bag **to carry** things.

- (i) We eat food _____.
- (ii) Birds use wings _____ in the sky.
- (iii) We go to school _____.
- (iv) The child went to bed _____.
- (v) The soldiers went to the battle field _____.
- (vi) Manik went to market _____ some apples.
- (vii) We use a bag _____ things.

D. Writing:

Take words from the lesson and write a story in five or six simple sentences about a boy (or a girl) who was very kind to a wounded bird and took it home and nursed it. You may use the following hints:

Children playing in a field—a bird fell on the ground—wounded—he/she nursed it—bird got well—flew away.

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Two Friends

1. *Look at the heading of this story—"Two Friends". Read the story quickly and answer these questions:*

Who were these two friends?

Were they true friends?

This is a story of two friends—Rajen and Rahul. They lived in a small village in Purulia. Rajen was the son of a poor cobbler. He mended shoes and earned some money. But Rahul was the son of the village Chief. Everyone in the village obeyed the Chief and he was very proud. He loved his son Rahul very much. But he did not like Rajen. Rajen had no education. Besides, he was the son of a cobbler. The Chief did not want his son Rahul to play with Rajen. He did not allow Rajen to come to his house.

Rajen was unhappy and sad. As he was a cobbler's son, he could not drink water from the well. He could not go to the temple. He could not attend the village festivals. Everything in his life was useless to him.

One day Rahul told Rajen, "Let's go to the nearby hills. Everybody says it is beautiful." So, early one morning, they started from the village. They walked a long distance. At last they came to a big pond. It was twelve noon and the sun was shining over their heads. The two friends were tired, so they sat on the banks of the pond.

Suddenly they saw something shining in the water. Rahul went down to pick it up. But, his feet slipped and he fell into the pond. Rahul could not swim. He shouted "Help! Help! Save me!"

Rajen jumped into the water and saved his friend. Somebody gave Rahul's father the news. The Chief rushed to the spot and brought the two boys home. He understood his mistake and he was ashamed. He did not hate Rajen any more. He treated him as his own son and he let the two boys play together. He said, "We should love everyone as we are all men and therefore we are all equal".

A. Comprehension:

- Ex. 1. How do you know the two boys were true friends?

Read and find out sentences from the story to prove your answer.

Ex. 2. Read the story again and fill in the chart.

What?	Why?
(a) Rahul's father was proud	because_____
(b) The Chief did not like Rajen	because_____
(c) The two friends sat on the banks of the pond	because_____
(d) Rahul shouted for help	because_____
(e) Rajen jumped into the pond	because_____

Ex. 3. Rajen was the son of a cobbler. Read and make a list of all the problems he faced in the village. Do it in your exercise book under the heading:

"Rajen's Problems"

B. Vocabulary:

Ex. 1. Give one word for each of the following. Your teacher will help you.

- (i) One who sweeps : Sweeper
- (ii) One who stitches clothes : _____
- (iii) One who washes clothes : _____
- (iv) One who repairs shoes and slippers : _____
- (v) One who sells rice, dal, etc. : _____
- (vi) One who makes wooden furniture : _____

Ex. 2. Match the words in column-A with their meanings in column-B. Write the numbers given in A in the brackets given in B. One is done for you.

	A	B
1	mended	treated with honour ()
2	earned	disliked ()
3	respected	repaired (1)
4	slipped	join ()
5	allow	permit ()
6	hated	got in return for work ()
7	attend	lost balance ()

C. Grammar in use:

Study the underlined words in the following sentences:

- Everybody** came to the party.
- Somebody** has broken the table.
- Is there **anybody** in the house?

Rule: We use '**everybody**' or '**everyone**' to mean all people together, but we do not mean all people when we use '**somebody**' or '**anybody**'. '**Anybody**' means any man, '**Somebody**' or '**someone**' also means one person, but it means one person in a general way. Similarly, '**everything**' means all things, but '**anything**' means only one thing.

These words refer to persons or things in a general way. They do not refer to any person or thing in particular. So, these words are called **Indefinite Pronouns** in grammar.

Ex. 1. Fill in the blanks choosing the correct word from the brackets:

- _____ in the village had great respect for the Chief. (Everything/Everybody)
- _____ went wrong in the life of Rajen. (Everything/Everybody)
- The Chief did not like his son to make friends with _____ (anybody/somebody)

- (iv) _____ came into the room and they stopped talking. (Anybody/ Somebody)
- (v) _____ can join our Sports Club. It is open to all. (Someone/Anyone)
- (Your teacher will give you similar such exercises.)

Ex. 2. Fill in the blanks with 'everyone', 'someone', 'anybody', 'somebody', 'nobody' and 'something'.

- (i) _____ strange will happen at night, so, _____ must be careful.
- (ii) The traveller asked, "Is there _____ in the house?"
But _____ responded.
- (iii) _____ in that house is intelligent.
- (iv) _____ called you over the telephone, but I can't remember his name.

(Your teacher will give you similar such exercises).

D. Writing:

Ex. 1. (a) Use the correct adjectives from the box below to describe each of the following characters:

1.	The Chief :	
2	Rahul :	
3	Rajen :	

Adjectives: proud, simple, kind-hearted, loving, foolish, strict, poor, rich, helpful, friendly.

- (b) Now, write a short paragraph to describe any one of the characters using the adjectives.

Ex. 2. Look at Ex. 3 under Comprehension. You have made a list of Rajen's problems. As a village Chief, what will you do to solve the problems? Write your answer in three or four sentences. Show it to your teacher.

A Tale about Tails

1. *Listen to your teacher reading out the story to you, and make a list of all the animals and birds in the story. What do you call them in your mother-tongue? Tell your teacher.*

Once, all the animals with tails held a meeting. They said:

"What will we do with our tails? Let us make a plan."

"I shall use mine to keep away flies," said the Cow.

"How will you use yours, Mr. Horse?" asked the Cow.

"I shall do the same with my tail," said the Horse.

"All right," nodded the Cow. "We will both use ours to drive away flies."

"I shall use mine to show I am happy," said the Dog.

As usual the Cat did not agree with the Dog. "I shall wag my tail when I am angry" said the Cat.

The lively Monkey, with a long tail, said, "I shall swing from one branch to another with the help of mine. How will you use yours, Mr. Squirrel?"

"I shall use mine to keep my back warm in winter," he cried.

The proud Peacock spread its beautiful tail. He said, "The Dog will use his to show happiness, but I shall spread mine to show my pride."

"The Cat will use hers to show anger, but I shall put mine up like a little white flag to show any danger", said the timid Rabbit.

The Kangaroo was standing nearby. "What will you do with yours, Mr. Kangaroo?" asked the Rabbit.

"The Cow and the Horse will use theirs to drive away flies, but I will use mine as an extra leg. It will help me to jump," said the Kangaroo.

All the fish in the water said, "We will use ours to swim fast."

Mr. Tadpole was happy. He said, "I will not need mine when I grow up. So, I will throw it off," said he.

From that day all these animals learnt the use of their tails.

A. Comprehension:

Ex. 1. Read the story again and complete the following chart:

Who ?	Use of tail
Cow	
	to show happiness
Cat	
	to jump from tree to tree
rabbit	
	as a leg to jump
peacock	
	to swim fast

Ex. 2. Read the story again. Try to answer the following questions:

- (a) Which animal has the shortest tail ?
- (b) Which animals have longer tails ?
- (c) Which animal has the strongest tail ?
- (d) Which creature can swim ?
- (e) Which creature throws off its tail ?

B. Vocabulary:

Ex.1. Look at the title of the story. There are two words that sound the same. What does each word mean ? You may tell the meaning in your mother-tongue. Note the difference in spelling. There are more such pairs of words.

Example: pale—pail; steel—steal; meat — meet.

Find out more such pairs of words from your text book and the dictionary. Your teacher will help you.

Ex. 2. (a) Find words or groups of words in the story which mean:

(i) move from side to side; (ii) move one's head up and down; (iii) to give up after use (iv) easily frightened.

(b) Fill in the blanks with words from the box below. Change the form of the word where necessary. One is done for you.

A hunter used a net to catch birds. One day he _____ the net to catch some parrots. The parrots were very _____. They made a plan. They all _____ to fly away together with the net. So, they _____ together and sat on a tree. Then they _____ the net off and they were all free. This is how they _____ each other. The _____ hunter _____ a lesson from the birds.

use, agree, throw, fly, help, learn, angry, proud, spread.

C. Grammar in use:

1. Study the underlined words in the following sentences :

(a) My book is red and your book is blue.

(b) The red book is mine and the blue book is yours.

In sentence (a) **my** book or **your** book means the book which **I** have, or the book which **you** have. The words **my** and **your** answer the question : **Whose** book ? These words are called **possessive adjectives**. They come before nouns and function as adjectives.

But in sentence (b) there is no noun after the possessive word '**mine**' or '**yours**'. Such words are not followed by a noun. They function as pronoun + noun, e.g. This pen is **mine** (= my pen). Your pen is black. **Mine** is white. So they are called **possessive pronouns**.

Ex. 1. Read the following story. Circle the **possessive adjectives** and underline the **possessive pronouns**.

One day a woodcutter dropped his axe into a river by chance. He wept bitterly. The water-god came up and said, 'Why are you crying?'

Then the water-god showed him a golden axe and asked, "Is this one yours ?"

"No", he said. Then the god showed him a silver axe and asked, "Is this one yours?"

“No”, the honest woodcutter said, “Mine is a wooden one.” The water-god was pleased and gave him his axe and also the other two axes.

Ex. 2. Study the following chart:

Possessive Adjectives	Possessive Pronouns
my	mine
your	yours
his	his
her	hers
their	theirs
our	ours

Now, fill in the blanks with the correct words from the chart:

Sadhan : Will you let me share _____ book, Tapan ?

Tapan : Oh, yes, I will. But what about _____ ?

Sadhan : I left _____ at home.

Ex. 3. Tick off (✓) the correct possessive form given in brackets:

Mother kept four small gifts for four of us in different places on Independence Day. I found (my/mine) under (my/mine) pillow. Soma found (hers/her) in (her/hers) doll-case. Both Rina and Badal got (their/theirs/his/hers) in (their/theirs/your) school-bags. We all liked (ours/our/their) gifts very much.

D. Writing:

Ex. 1. Imagine you are a bird. You have got wings. What will you do ? Write in four or five sentences. You may use words like **fly, watch, top, tower, aeroplane, clouds, up, down.**

Begin like this:

I am a bird. I have got two wings. I shall _____

Ex. 2. Here is a chart telling you how different birds use their beaks. Study it carefully. Then write one sentence on each. One has been done for you:

Bird	Type of beak	Use
1. Kingfisher	strong, red, pointed beak	to catch fish, tadpoles and insects from water.
2. Woodpecker	long, strong, pointed beak	to peck holes in the bark of trees.
3. Duck	yellow, flat beak	to strain the water away and eat insects and worms.
4. Eagle	sharp, curved beak	to find insects and to tear the flesh off its prey.

Example: The Kingfisher uses its strong, red and pointed beak to catch fish, tadpoles and insects from water.

or

The Kingfisher catches fish, tadpoles and insects from water with its strong, red and pointed beak.

Speed of some Animals and Birds

1. Read quickly and make a list of all the animals and birds in the lesson.

Today it is possible to measure the speed of animals and birds very easily. The Cheetah or the Indian leopard is the fastest runner among animals. It can run as fast as sixteen hundred metres in a minute, and sometimes faster than that. It is a champion runner among animals. The greyhound is the fastest runner among dogs. But it can't run as fast as the Cheetah. It can run sixty kilometres in an hour. According to records, the Cheetah runs in an hour sixteen kilometres faster than the African deer, called the Gazelle. It is the fastest runner among the deer.

The Giraffe's speed is about fifty-six kilometres an hour. The elephant is the slowest of all animals. It can't run fast. An angry elephant can rush at a speed of forty kilometres an hour. During a race, race-horses can run at a speed between seventy-two kilometres and eighty kilometres an hour.

Some birds have the highest speed among animals and birds. The golden eagle is regarded as the fastest flying bird. The common eagle is slower than the golden eagle. A trained eagle can cover one hundred and seventy-six kilometres an hour. But the golden eagle can fly even faster than that. It can fly about one hundred and ninety-three kilometres an hour.

The speed of a falcon is much slower. A falcon can fly one hundred and four kilometres an hour. The partridge has an average speed of seventy-two kilometres an hour. The heron can fly as fast as the partridge.

A pigeon can't fly as fast as the heron. It can fly only about fifty-eight kilometres an hour.

The speed of animals and birds depends not only on their movement of limbs, but also on their food. All speediest animals are good eaters. Food helps them to move fast. However, they can't move fast in cold places.

A. Comprehension:

Ex. 1. Read the lesson again and fill in the following chart:

Animals	
Name	Speed (per hour)
	96 kms.
greyhound	
	80 kms.
giraffe	
	40 kms.

Birds	
Name	Speed (per hour)
golden eagle	
common eagle	
	104 kms.
partridge	72 kms.
	72 kms.

km. = kilometre

Ex. 2. Study the above chart and lesson. Find answers to the following questions:

- (i) Who is the fastest runner among animals ?
- (ii) Who is the slowest runner among animals ?
- (iii) Which bird can fly the fastest ?
- (iv) Which bird's speed is the slowest ?
- (v) Which birds can fly almost as fast as a race-horse ?
- (vi) Which animal runs 40 kms. slower than the Cheetah ?
- (vii) Which bird can fly as fast as the heron ?
- (viii) Which bird can fly seventy-two kilometres slower than the common eagle ?
- (ix) Why do the speediest animals need to eat a lot ?

Ex. 3. Say whether the following statements are true or false. Write 'T' or 'F' in the boxes given.

- (i) Birds travel much faster than animals. ☐
- (ii) The speed of birds and animals depends only on the movement of their limbs. ☐
- (iii) The speed of birds and animals depends on the movement of their limbs and the quantity of food they take. ☐
- (iv) Animals run much faster in hot places. ☐
- (v) Animals in cold countries are very slow. ☐

B. Vocabulary:

Ex. 1. Fill in the blanks with the following words to make a paragraph

champion	trained	recorded	achieve
limbs	regarded	depends	usually

_____ our school organizes a cycle-race every winter. The cycle-race is
 _____ as the most exciting event of our school. The speed of the cyclists is
 _____ by our games teacher by a stop-watch. Rabi is the _____ cyclist of
 our school. The boys are _____ by a coach. He gives the boys enough exercise
 of their _____. Their success _____ on hard work and exercise. Rabi has to
 work hard to _____ success.

Ex. 2. We often compare men with animals and birds.

Example : As **cunning** as a fox

Fill in the blanks with words given below. Your teacher will help you.

- (i) As _____ as an owl
- (ii) As _____ as a crow
- (iii) As _____ as a peacock
- (iv) As _____ as a bee
- (v) As _____ as a lion
- (vi) As _____ as a dog

proud, busy, clever, brave, wise, faithful

C. Grammar in use:

Study these sentences:

- (i) The Cheetah is a **fast** runner.
- (ii) The African Gazelle runs **faster** than the Giraffe.
- (iii) The Cheetah is the **fastest** runner among animals.

Rule: When we say sentence (i), we do not compare. We simply say, 'The Cheetah is a **fast** runner.' The adjective 'fast' is said to be in the **positive** degree.

When we say sentence (ii), we compare two animals—the Gazelle and the Giraffe. We say that one is **faster** than the other. The adjective **faster** is said to be in the **comparative** degree. It is commonly formed by adding '**-er**' to the positive and using '**than**' after it. When we say sentence (iii), we compare all the animals. We say, that the Cheetah is the **fastest** of all animals. The adjective **fastest** is said to be in the **superlative** degree. It is commonly formed by adding '**-est**' to the positive and using '**the**' before it. It is usually followed by '**of**'/'**among**'.

Note: When we compare two things that are equal, we use as + adj + as,
e.g. He is **as** tall **as** his father.

The first house is **as** small **as** the second house.

Ex. 1. Read the lesson and make a list of all the adjectives under the following heads:

Positive	Comparative	Superlative

Do it in your exercise book. Your teacher will help you.

Ex. 2. Use the following adjectives in the comparative or the superlative degree (-er/-est) and fill in the blanks in the following passages:

cold ; hot ; fast ; slow ; pleasant ;

- (a) In winter, Delhi is much _____ than most other cities in India. It is also much _____ in summer. During September and October, Delhi is as _____ as Calcutta. But sometimes in summer, Delhi is the _____ of all cities in India.
- (b) The elephant is the _____ of all animals. The _____ animal is the Cheetah. The Cheetah runs _____ than a greyhound. The Gazelle does not run as _____ as a leopard. The Giraffe runs _____ than the elephant.

Ex. 3. Study the following sentences:

(i) Gora **can** climb a tree.

(ii) Naresh **can't** climb a tree.

In sentence (i) the word 'can' shows ability to do something. In sentence (ii) '**can't**' (= cannot) is the negative form of 'can'. It shows inability to do something.

Match the nouns in column A with the **Verbs** in column B. Use a word from each column and write sentences using 'can' or 'can't'. Here are some examples:

Example: Birds **can't** roar.

Fish **can** swim.

A	B
A duck	fly
Man	hear
A parrot	swim in water
A snake	lay eggs
An aeroplane	talk
A blindman	see

Here are some more rules to form the comparative of adjectives. You will learn more rules later.

Rule: (i) When the Positive ends in 'e', only 'r' and 'st' are added:

Example: brave ——— braver ——— bravest

large ——— larger ——— largest

(ii) When the Positive ends in 'y', preceded by a consonant, the 'y' is changed into 'i' before adding '-er' or '-est'

Example: happy ——— happier ——— happiest

easy ——— easier ——— easiest.

(iii) When the Positive is a small word that ends in a consonant, this consonant is doubled before adding '-er' or '-est'

Example: sad ——— sadder ——— saddest

big ——— bigger ——— biggest

Ex. 4. Complete the following list:

Positive	Comparative	Superlative
	taller	
kind		
wise		
	whiter	
		heaviest
merry		
	redder	
fat		

D. Writing:

Ex. 1. Look at this chart and write the answers to the questions in your exercise book and show it to your teacher. (Write in complete sentences).

Name	Age	Weight	Height
Sunil Limbu	14 yrs.	45 kgs.	135 cms.
Samir Dey	13 yrs.	43 kgs.	148 cms.
Reshma Khatun	12 yrs.	35 kgs.	140 cms.
Dhara Desai	13 yrs.	43 kgs.	135 cms.

- (i) Which boy is as tall as Dhara ?
- (ii) Who is taller than Reshma ?
- (iii) Which girl is as old as Samir ?
- (iv) Who are shorter than Reshma ?
- (v) Who weighs as much as Samir ?
- (vi) Who is the tallest ?
- (vii) Who is the heaviest ?
- (viii) Who is the youngest ?

Ex. 2. Ask in English two of your class-mates their age, height and weight and fill in the chart below. You may ask:

- Example:**
- (i) How old are you ?
 - (ii) Do you know your weight ? What is it ?
 - (iii) Can you tell me your height ? What is it ?

No.	Name	Age	Height	Weight
1				
2				

Now, write four or five sentences comparing their age, height and weight. Write in your exercise book. Your teacher will help you.

Who's Stronger

The Wind was very proud. He always said, "I am stronger than anybody. I can uproot big trees, and cover mountains with snow. I can smash ships against rocks and pull down roofs from houses. I am the strongest."

"The Sun heard this and smiled. The Wind saw this. He said to the Sun, "I am stronger than you, you silly old Sun." "Who? Me?" smiled the Sun. "Oh no, you're wrong, Mr. Wind," he said. "I can shine brightly and give light to all the people on this earth."

"Oh, you big hot ball! You have the least strength. I have more strength than you have. All right, let's test our strength and see who is stronger."

"All right," said the Sun. "Do you see that man on the road? He is going to office. Can you remove his coat before he catches the morning train?"

The Wind laughed aloud. "This is nothing. I can even remove his shirt and make him bare."



So the Wind blew and blew until the windows rattled in the houses. He blew harder and harder until the man's coat flapped round him.

"Oh! What a bad weather!" he said, and quietly he buttoned his coat from top to bottom, tightened his belt and pulled the collar closer round his neck.

The Wind looked and roared louder and louder. The man got into a bus, but the bus returned to the depot. The driver said, "What a bad weather! The Wind is becoming fiercer and fiercer. It may turn the bus over."

The Wind howled and roared louder and louder but it failed to do anything. All the men pulled down the shutters and sat safely inside the closed bus.

"Okay, Mr. Sun," I have failed. You also will not succeed." At last the Wind stopped blowing.

The Sun shone. The bus came out of the depot and drove towards the station. "Phew! It's hot!" said the passengers. They got down from the bus. The Sun shone brighter and brighter and the weather became hotter and hotter. It turned from bad to worse. The Man unbuttoned his coat. Every moment the Sun became hotter than before and the Man took off his coat.

The Wind was very angry. He said to the Sun, "Men always prefer you to me. That is why you have succeeded." The Sun smiled and said, "No Mr. Jealous, I am really stronger than you are, though I never brag. Men like good behaviour most. So I am successful."

A. Comprehension:

Ex. 1. (a) Read and make a list of the things the Wind can do.

(You may work in pairs.)

(b) Make a list of the things the Sun can do.

(You may work in pairs.)

Ex. 2. Read the story again and say who is proud—the Sun or the Wind. Pick out sentences that describe his pride. Write these in your exercise book. Your teacher will help you.

Ex. 3. Fill in the chart with information from the lesson :

Who?	Did what?	Result
The Wind	roared louder and louder, -----	The man
The Sun		The man

Ex. 4. Complete the answers to the following questions:

a) Why did the man button his coat from top to bottom?

Because he was feeling

b) Why did the man 'unbutton' his coat?

Because

c) Why was the bus-driver afraid?

Because he thought

B. Vocabulary:

Ex. 1. Fill in the blanks with words given in the right hand column.

The wind _____ very hard. It _____
and _____. It pulled _____ the roofs
of many houses. The ships at sea _____ on
the huge waves, and _____ against a huge
rock. Many big trees along the _____ were
uprooted. People remained _____.

coast
indoors
blew
down
howled
roared
tossed
dashed

Ex. 2. Find words in the lesson which mean:

(i) removed

(ii) without clothing

(iv) bus terminus

(iii) moved up and down or from side to side

(v) made a long and loud sound.

Ex. 3. In the following comparisons, fill in the blanks with words from the box given.

- i) as heavy as _____
 ii) as gentle as _____
 iii) as sharp as _____
 iv) as warm as _____
 v) as cheerful as _____
 vi) as flat as _____

a razor
 wool
 a lark
 a lamb
 a pancake
 lead

C. Grammar in use :

Ex. 1. Study the chart and find answers to the questions given below:

Names	Science	English	History	Geography	Distance from school	Amount paid in fare
Nargis Parveen	69	54	45	57	1 k.m.	Re. 1.00
David Jones	82	49	72	34	8 "	Rs. 1.40
Latika Ghosh	84	78	75	88	10 "	Rs. 1.60
Somen Mondal	70	64	55	57	2 "	Re. 1.00
Nasiruddin	73	68	87	73	4 "	Rs. 1.20
Dhiren Dutta	34	88	32	72	6 "	Rs. 1.40
Rajeev Tamang	88	80	57	47	5 "	Rs. 1.20

- (a) (i) Which student lives farthest from school?
 (ii) Which student lives nearest to school?
 (iii) Which student pays the highest fare?
 (iv) Which student pays the lowest fare?
 (v) Which student pays as much as Somen Mondal?
 (vi) Which student travels less than Somen Mondal?
 (vii) Which student's home is farther from school than David's?
 (viii) Which students travel less distance than Nasiruddin?
- (b) (i) Which student has got as much marks in Geography as Nargis Parveen?
 (ii) Which students have got more marks in English than Latika Ghosh?

- (iii) Which student has got the highest marks in English?
Is he as good in Science as in English?
- (iv) Which student has got the highest marks in Science?
Is he as good in English as in Science?
- (v) Is David as good in English as in Science?
In which subject has he got the lowest marks?
- (vi) In which subject is Nargis weak?
- (vii) Which student is the weakest in History?

Ex. 2. Learn the form of the Present Perfect Tense.

- (i) The regular forms are with **-ed** ending.

Example: Has/have + worked
+ lived
+ pointed

Your teacher will give you more examples.

- (ii) The irregular forms are with different endings.

Example: Has/have + done
+ taken
+ cost

Your teacher will give you more examples.

- (iii) We use the shortened forms of 'has' and 'have' in speech:

Example : I have come = I've come
Ramen has come = Ramen's come
They have come = They've come
We have come = We've come
It has gone = It's gone

Ex. 3. We use the participle form of the verb with 'has' or 'have' in the Present Perfect Tense. Here is a list of participle forms of some verbs. Read and learn.

write	_____	written	make	_____	made
read	_____	read	get	_____	got
see	_____	seen	sing	_____	sung
bring	_____	brought	dance	_____	danced
go	_____	gone	do	_____	done

D. Writing:

Ex. 1. Answer these questions in full sentences and write them in your exercise book :
(Your teacher will help you.)

- (i) Which is the highest mountain in the world?
- (ii) Which is the longest river in India?
- (iii) Is October colder than December in West Bengal?
- (iv) Which is the best season of the year in your district?
- (v) Which is the worst season of the year in your district?
- (vi) Which do you think is a better season — the winter or the summer?

Ex. 2. Write a short paragraph comparing yourself to the students of your class. The following questions will help you :

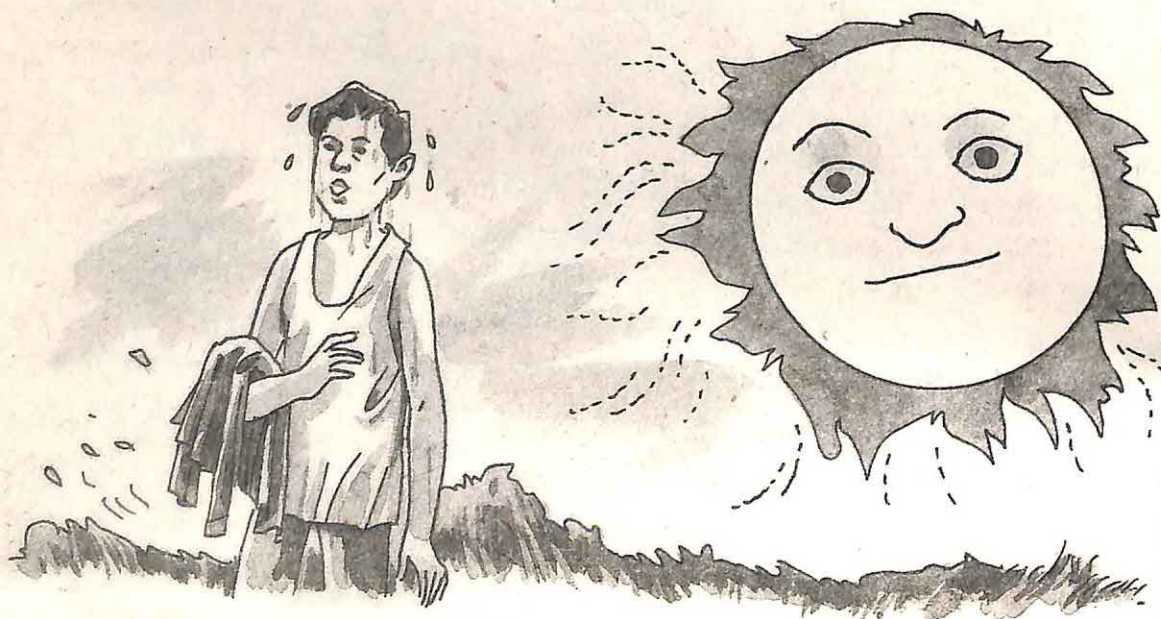
Who is the cleverest boy/girl in your class?

Is he/she better than you in English?

Who is the best in English in your class?

Are you good in English? etc. etc.

Your teacher will help you in framing more such questions. You may answer them and include your answers in the paragraph.





A Great Leader

The following paragraph describes an incident in a classroom long time ago:

The day is very hot. In the classroom the teacher shakes his hand-fan with all force, but finds no relief. The boys feel terribly thirsty. They go to the nearby well to get drinking water. Bhim cannot join them. He is not allowed to sit with other students of his class. He waits near the door for his only friend to bring water in a small earthen pot. That kind boy will then pour the water from above in the open mouth of Bhim.

Here is another incident: Two teenagers, Bhim and his brother are seen standing helplessly on their way to Goregaon. They will have to go a long way to meet their father. It is noon. The two boys are very tired. So, they take a cart. The cart-driver comes to know that the passengers are 'untouchables'. He throws away their luggage and makes them get down from the cart. He will not drive his cart with 'untouchable' passengers.

Bhim, the poor boy, was then an 'untouchable'. These are only two of the many insulting experiences Bhimrao Ramji Ambedkar had in his childhood and also in later life. Bhimrao's first name was from his mother 'Bhima', and his second name was from his father Ramji Sankpal.

Bhimrao was born on the 14th of April, 1891 in a tent of the Military Headquarters at Mhow in Central India. His family moved from place to place with each change of his father's job. In Satara, he was first put into a school.

Bhimrao received kind treatment too. A teacher lent his surname 'Ambedkar' to the boy to save him from the cruelties of the casteists. This teacher was a Brahmin by caste. From then on, Bhimrao was called Bhimrao Ramji Ambedkar.

Ambedkar was a very intelligent student. The Maharaja of Baroda sent him abroad for higher studies. He did his M.A. from the University of Columbia in America. On his return, he took up teaching in a college.

Ambedkar fought against the cruelties of casteism. He held meetings and organized 'satyagrahas' and protested against untouchability. He wrote pamphlets and periodicals and distributed those among the people. He wanted equality and justice for the untouchables. With his band of followers he entered temples and used the water of protected ponds.

Ambedkar felt the need for education and founded many educational institutions. As a member of the Governor's Council, he did many things for the welfare of the backward people.

Pandit Nehru admired Ambedkar for his knowledge of law. He made Ambedkar the first Law Minister in free India. Ambedkar took the leading role in drafting the Constitution of India and was called the Father of the Indian Constitution.

People fondly called him Babasaheb. All his life, Babasaheb Ambedkar fought against casteism or the wrong idea of division between man and man. Religion, he thought, should be above all narrowness. He became a Buddhist in his later life.

Babasaheb Ambedkar died on 6 December, 1956.

A. Comprehension:

Ex. 1. Read the lesson quickly and answer the following questions:

(a) (i) Why was Bhimrao ill-treated by the people ?

(ii) What was the full name of Bhimrao ?

(b) Complete the following chart with information from the text:

Name (in full)	
Father's name	
Mother's name	
Date of birth	
Place of birth	
First schooling in	
M.A. from	
Fought against	
Died on	

(c) Tick off (✓) the correct answer :

(i) Ambedkar was not allowed to sit with his classmates because

(a) he was naughty.

(b) his dress was not clean.

(c) he came of an untouchable family.

- (ii) The cart driver would not take the boys in the cart as
 - (a) they would not pay any fare.
 - (b) the cart driver had a dislike for the untouchables.
 - (c) there was no room for the boys in the cart.
- (iii) The teacher lent his surname to Ambedkar because he thought
 - (a) it would protect him from insult.
 - (b) it would make him feel great.
 - (c) he could adopt him.
- (iv) Ambedkar was called the 'Father of the Indian Constitution' because he
 - (a) was the first Law Minister.
 - (b) had a leading role in drafting the Indian Constitution.
 - (c) studied the Indian Constitution.

Ex. 2. In Exercise A-1(b), there are some important information missing about Bhimrao. Read the lesson again and enlarge the chart given in A-1(b) for all the missing information. You may work in pairs. Your teacher will help you.

(Clues : his abilities, his knowledge, etc.)

B. Vocabulary:

Ex. 1. (a) Read the lesson and find words which are similar in meaning to the groups of words given below. Your teacher will help you.

- (i) boys and girls between thirteen and nineteen.
 - (ii) bags and beddings taken in a journey.
 - (iii) a form of protest movement.
 - (iv) believers in caste division in society.
 - (v) small thin unbound books on a subject.
 - (vi) magazines that come out at regular gaps of time.
- (b) Now, use the words you have found out to fill in the blanks:
- (i) 'Sandesh' and 'Suktara' are _____ for children.
 - (ii) Ambedkar wrote _____ on the wrongs done to the untouchables.
 - (iii) The gentleman put his _____ in the compartment.
 - (iv) _____ have a narrow view of men and society.
 - (v) Mousumi is 17. Her brother is 14, Both of them are _____.
 - (vi) The workers started a _____ against the owner of the factory.

Ex. 2. Match the words in column-A with their meanings in column-B. Write the numbers in 'A' in the brackets in 'B'. One is done for you.

	A	B
(i)	incident	making less progress (vii)
(ii)	passengers	a happening; an event ()
(iii)	experience	established ()
(iv)	founded	making an outline ()
(v)	protected	gaining knowledge and skill ()
(vi)	drafting	guarded ()
(vii)	backward	people travelling in buses, cars, trains etc. ()

Ex. 3. Fill in the blanks with words given in the box below:

- The _____ words of the man hurt Ram's feeling.
- The leaders looked after the _____ of the common people.
- All educational _____ hold functions on Teachers' Day.
- The _____ of Buddha are called Buddhists.
- The mountaineers had to live in _____ on their way to the peak.

tents; followers; insulting; institutions, welfare

C. Grammar in use:

Ex. 1. (a) Study the first two paragraphs of the lesson and find out which tense has been used. Give reason.

(Tell your teacher. You may use your mother tongue.)

- Now, rewrite these two paragraphs of the text changing suitably the tense of the verbs. Do it in your exercise book. You may work in pairs. Your teacher will correct your answer.

Ex. 2 You have already learnt the use of articles 'a', 'an', and 'the'. Here are a few more rules for using them:

Rule : (a) We use 'a' before 'u' pronounced as 'Yoo'

Example : a university; a useful thing;

(b) We use 'an' before a silent 'h'

Example : an honest man; an hour later;

Fill in the blanks with 'a', 'an' and 'the':

After _____ hour and _____ half his father returned and opened _____ door quietly. He found _____ boy drawing some figures on _____ floor with _____ piece of charcoal. _____ boy looked up and said, "Father, just look, I have already solved _____ few difficult geometrical problems".

Can you guess _____ name of _____ boy ? He was Sir Asutosh Mukherjee. _____ young boy had _____ courage of _____ tiger, so people called him _____ 'Tiger of Bengal'.

Ex. 3 Use capital letters, full-stops and commas where necessary and rewrite the following paragraph.

pele the king of football was born in a village in brazil on 23 october 1940 and his first trainer was his father dondinho later the brazilian coach fiola trained him he played his first football game for santos club in 1951 in 1957 he played his first match for brazil in the national team against argentina the very next year he played for brazil in the world-cup match against sweden.

D. Writing:

Write a short paragraph on Swami Vivekananda using the information given in the following table:

Name	Swami Vivekananda
Father's name	Biswanath Dutta
Mother's name	Bhubaneswari Dutta
Date of birth	12 January, 1863
Name first given	Biley
Original name	Narendranath Dutta
Favourite game in his childhood	meditation, sitting cross-legged with hands on lap, eyes closed
Passed Entrance Examination	Year-1880, University-Calcutta, Division-First.
Change in life	met Sri Ramkrishna, to become a Sannyasi, got the new name Swami Vivekananda.

Write in your exercise book. You may work in pairs. Submit your writing to your teacher for correction.

Paltu's Diary

1. Read the text and answer the following questions:

1. What is a diary?
2. When is Paltu happy?
3. When is Paltu sad?

Paltu is a student of class VII in a village high school in the district of Maldah. His uncle lives in Calcutta. He is coming to Maldah with his family in the summer. It is exciting for Paltu. He keeps a diary and writes down what he does and what he feels.

Here are three pages from his diary.

1. **10 a.m. Friday, May 14**

Uncle Robin has written to father. He will spend a fortnight with us. Cousin Hirak and Neela are also coming. I am so happy. The holidays have already started. The mangoes have grown large and ripe. Rains have not started yet. What great fun it'll be!

2. **3 p.m. Saturday, May 15**

Uncle Robin and Neela have come. Hirakda hasn't come. He has gone to his friend's house. The house has become a joyland. The elders have met after a long time and so have we. Everybody is enjoying. Neela has come here for the first time. She has brought a toy aeroplane for me. Am I still a child? I have made a small cane-basket for her. I have not yet given it to her.

3. **2 p.m. Sunday, May 16**

Poor Neela has broken her leg! She fell from the mango tree beside the river. What a bad luck for Neela! Mother has scolded me. Surely she'll be all right soon. I have given her the basket. It has made her happy.

A. Comprehension:

Ex. 1. Fill in the following chart with information from the text:

Who are coming?	When?	From where?	Why?	For how long?

Ex. 2. Answer these questions in short:

- (i) Why will it be great fun for Paltu?
- (ii) What has Neela brought for Paltu?
- (iii) What has Paltu made for Neela?
- (iv) How has Neela broken her leg?

Ex. 3. Complete the following sentences:

- (i) Paltu is happy because_____
- (ii) Hirak hasn't come because_____
- (iii) Neela has fallen sick because_____
- (iv) Paltu is surprised at Neela's choice of gift because_____

B. Vocabulary:

Ex. 1. Find words in the lesson that mean the following: (The paragraph number is given in brackets.)

- (a) a book for keeping daily record of events and thoughts (Paragraph-1)
- (b) a period of two weeks (page 1 of Paltu's diary)
- (c) a place full of pleasure (page 2 of Paltu's diary)
- (d) blamed with angry words (page 3 of Paltu's diary)

Ex. 2. The word 'cane-basket' means a **basket made of cane**.

Write the meanings of the following words in the same way:

- (a) jute-bag = _____
- (b) mutton-chop = _____
- (c) rice-pudding = _____
- (d) olive-oil = _____
- (e) brick-house = _____

C. Grammar in use:

Here are a few sentences taken from Paltu's diary. Study the underlined words in the sentences:

- (i) Uncle Robin has written to father.
- (ii) The holidays have already started.
- (iii) Rains have not started yet.

Rule: In the above sentences, the underlined words are in the Present Perfect Tense. We use the Present Perfect to show completed action in the immediate past.

Example: She **has** just **eaten** an apple.

We use the Past Participle form of the verb with 'has' or 'have' in the Present Perfect Tense.

Note: Adverbs and adverb phrases like **just, often, already, never, till now, yet, as yet** etc. may be used with the Present Perfect.

Ex. 1. Put the words in brackets in the right places and rewrite these sentences:

- (i) Mr. Roy has come. (just)
- (ii) She has not come to school. (till now)
- (iii) These boys have played cricket before. (never)
- (iv) I have visited that place. (often)
- (v) They have not done their work. (yet)
- (vi) They have given him four books. (already)

Ex. 2. Fill in the blanks with the proper forms of the verbs given in brackets. Then read the dialogue with your partner: (Use the Present Perfect)

Rabi: Bela, _____ you _____ (finish) your homework?

Bela: Yes, I _____ just _____ (finish) it.

Rabi: _____ you _____ (write) a letter to your uncle in Bombay?

Bela: No, I _____ already _____ (send) a telegram to him.

Rabi: _____ you _____ (complete) the work your teacher gave you?

Bela: No, I _____ not _____ (complete) it as yet.

Rabi: _____ Monica _____ (go) to school?

Bela: No, she _____ not _____ (go) to school yet.

Rabi: _____ she _____ (take) her lunch?

Bela: Yes, she _____ just _____ (finish) her lunch.

Ex. 3. Make a table in your exercise book of the past and past participle forms of different strong or irregular verbs. You may do this in alphabetical order. You may work in groups or pairs. Your teacher will help you. Some verbs are given:

bear, bring, catch, choose, come, dig, do, eat, fight, fly, give, go, hide, lie, may, run, seek, shoot, sing, tear, take, think, etc.

D. Writing:

(a)



(b)



- (i) Look at picture (a) and write in 3-4 sentences describing what has happened and why they are happy. (Use present perfect tense where necessary.)
- (ii) Look at picture (b) and write in 3-4 sentences describing what has happened and why the girl is sad. (Use present perfect tense where necessary.)

Making Requests

1. Listen to your teacher reading out the following to you. Try to guess the meanings of the words. Your teacher will help you.

In every language there are polite ways of speaking. We keep our voices low and do not speak together. Nor do we interrupt. It is useful to know polite ways of speaking.

There are polite forms of language and polite tones. We can say: "**Come here**" in a commanding tone and also in a polite tone in English. We can make "**come here**" sound more polite by adding the word "**please**". For example: "Come here, please" or "Please, come here". The word "**please**" will make it sound more polite. It will not sound like a command. It will be a "request". There are other forms of requests. We can do the same in our mother tongue too.

A. Comprehension:

Ex.1(a) How can a person speak politely? Read the passage and complete the list:

- (i) by keeping our voice low.
- (ii) _____
- (iii) _____
- (iv) _____

(b) Pick out from the passage the sentence showing politeness. _____

2. Now read the following dialogue silently. Guess the meaning of the new words. Your teacher will help you.

Mr. Pradhan is new to the town and is speaking to Mr. Sur. He does not know Mr. Sur.

Mr. Pradhan: Excuse me. Could you tell me the way to the Post Office?

Mr. Sur : Yes, it is that way. Please walk across the field. It is near the tube-well, opposite to the Health Centre.

Mr. Pradhan: Thanks. I came here only yesterday. This place is new to me.

Mr. Sur : Is it? Then you may have a lot of problems at first. We came here a year ago and I still don't know every place.

Ex. 2. Read the dialogue and answer the following questions. Your teacher will help you.

- (i) Why does Mr. Pradhan say "Excuse me" first and then make a request? What do you use for "Excuse me" in your mother-tongue?
- (ii) Why does Mr. Pradhan say "Thanks"?
- (iii) Does Mr. Pradhan know the place? Give reasons for your answer.
- (iv) Does Mr. Sur know the place?

Ex. 3. Now suppose Amal and his friend are in a football stadium. Match the sentences said by Amal with sentences said by a stranger. Read it out to the class in proper order. You may work in pairs. Your teacher will help you.

Amal	Stranger
Thanks a lot.	No, not at all.
Excuse me, is someone sitting here?	No.
Would you mind moving over one seat?	Welcome/No mention please.
My friend and I can sit together then.	You're welcome.

B. Vocabulary:

Ex. 1. (a) Sentences under A are polite requests. Sentences under B are responses to these requests. Complete the sentences under A with 'could' or 'please' in the proper places:

A	B
(i) _____ you lend me your pencil?	I'm sorry, I'm using it.
(ii) _____ you hold the umbrella a little higher, _____?	Certainly. Is that all right?
(iii) _____ pass me the book.	Here you are.
(iv) _____ you post this letter for me?	Sure.
(v) Tune down the radio, _____?	Sorry. Is that all right?
(vi) Speak a little louder, _____?	Can you hear me now?

(b) Now, read the sentences out to the class in pairs.

Ex. 2. Fill in the blanks with the following words. Your teacher will help you.

polite, requests, excuse, tones, low, apologize, rough

(i) Teacher: You have come late to class. How would you _____ to your teacher?

Student: I'm sorry, Sir. I'm late. I couldn't get on to a bus. Please _____ me.

(ii) We speak in different _____ at different times. Some people speak in a _____ tone. It is bad. It is always good to be _____ and to speak in a _____ voice.

(iii) We have just learnt to make _____ in many ways in this lesson.

G. Grammar in use:

Ex. 1. Here are a few examples of polite expressions. Remember to use these forms when speaking or writing:

please	could you please.	Will you please	Can you
May I	Do you mind	I would like to	
Could I	Would you mind	Excuse me.	
Thank you.	You're welcome.	No mention, please.	
Sorry.	I'm very sorry.	Yes, please	Yes, certainly.

Note : "What's your name?"—We can ask this question using a polite form.

e.g. Excuse me. May I know your name, please?

Could I know your name, please?

I'd like to know your name, please.

Ex. 2. Now, read the following questions carefully. Ask your partner to put the questions to you. Answer the questions using polite forms. You may change roles, that is, you may put the questions to your partner. He/She will answer using polite forms.

Q: May I have a cup of tea?

A: _____.

Q: Excuse me, could you tell me the way to the market?

A: _____.

Q: Could you please lend me your book?

A: _____.

Ex. 3. Following are some contracted or shortened forms. Such forms are used when speaking. Study them with their full forms:

It's = It is	I'll = I will	Where's = Where is
I'm = I am	You'll = You will	How's = How is
I'd = I would	Don't = Do not	What's = What is
I've = I have	Haven't = Have not	You're = You are
		He's = He is

Now fill in the blanks with the right contracted forms from the list above:

A: _____ my textbook?

B: _____ with me.

A: Could I have it?

B: _____ like to keep it for another day.

A: Never mind. _____ take it later.

B: Is your homework ready?

A: No, I _____ finished it yet.

B: _____ finished mine.

A: _____ very clever.

B: _____ worry, _____ finish yours too.

D. Writing

1. (a) Read the following conversation between a customer and a grocer:

Buyer: Excuse me. Can I have some Basmati rice, please?

Grocer: Yes, sir.

Buyer: Is it new or old?

Grocer: It's old, sir.

Buyer: How much is it?

Grocer: It's Rs. 25/- per kilo.

Buyer: Could I have 1 kilo, please?

Grocer: Here it is.

Buyer: Thank you, and here's the money.

Grocer: Thank you very much.

(b) Now, frame a dialogue between a bookseller and a customer. You may take help from the above conversation. Show it to your teacher.

Banishing Mosquitoes and Flies

Once there lived a mosquito in a pond. The pond was her favourite place. She was living a peaceful life there. But, one day she came to the pond and found that her dear dirty pond was not there. It had turned into a very clean pond. She was shocked. The homeless mosquito did not know what to do. She had nowhere to go. She began to cry. Suddenly she saw her friend, the fly. She also looked very sad.

"What's the matter?" asked the mosquito. "Please don't ask me," answered the fly with tears in her eyes. "I'm hungry. I visited many kitchens. The food was all covered and I could not eat anything."

"That's very bad," said the mosquito. "I'm also unhappy. Look, my favourite pond is gone. Where should I lay my eggs?"

Soon a group of young boys and girls came to the place. They were students. They stopped in front of a heap of garbage. "Look, a heap of garbage! How bad it smells! The mosquitoes and flies are having a feast there!" said Tapan, one of the students. "Let's clean the place tomorrow," said Samir. "I'll bring a spade and a bucket." "I'm going to bring two brooms and some bleaching powder," said Bina. "That'll be good," said Tapan.

The next day was a busy day for the boys and girls. They all came with brooms, buckets, spades and bleaching powder and they cleaned the place. The whole locality was clean then. There was no dirty pond. There was no garbage heap. The mosquitoes and the flies had no place to live in.

The fly said to the mosquito, "We have no food here. Let us move to a dirty place. We'll carry the germs of malaria and cholera with us." The mosquito said happily, "There I'm going to lay eggs and I'm going to raise a big family of mosquitoes there."

A. Comprehension:

Ex. 1. Read the story quickly and find out the names of

- (i) two diseases
- (ii) a dirty place
- (iii) a powder that kills insects



Ex. 2. Read the story again and fill in the following chart:

What ?	Why ?
1. The mosquito cried	because _____
2. The fly was hungry	because _____
3. The students brought spades and brooms	to _____
4. The mosquito and the fly planned to go to a new place	because _____

Ex. 3. Here are some statements. Study them. Write 'T' beside a true statement and 'F' beside a false one:—

- (i) The mosquito was happy to see the pond was cleaned.
- (ii) The fly flew to the kitchen for food.
- (iii) The students cleaned the garbage because it smelt bad.
- (iv) The fly and the mosquito flew to a place of their liking.
- (v) The mosquito and the fly were pleased with the students.

B. Vocabulary:

Ex. 1. Complete the following sentences with words from the box below:—

- (i) We sweep with a _____
- (ii) We stitch with a _____
- (iii) We cut with a _____
- (iv) We tie with a _____
- (v) We dig with a _____
- (vi) We carry water in a _____
- (vii) We eat with a _____
- (viii) We drink from a _____

needle	cup	broom	spade
spoon	knife	rope	bucket

Ex. 2. Match the words in column A with their meanings in column B.

A	B
(a) favourite	(i) hurt
(b) dirty	(ii) dear
(c) hungry	(iii) unclean
(d) garbage	(iv) suffering for being without food
(e) shocked	(v) rubbish

C. Grammar in use:

- I. Your club has planned to clean garbage from the locality next Sunday.

The following paragraph tells you what the members of the club are going to do that day.

Next Sunday we are going to clean the rubbish in our area. We shall meet at our club gate at 8.00 in the morning. We shall bring buckets, brooms, brushes, spades etc. with us. It will take two and a half hours. All the members of the club will join the programme.

In the above paragraph, the underlined verbs are in the Simple Future Tense.

Rule: We use the Simple Future Tense to express future time or for an action that is still to be done.

Example : They **will meet** at the club.

Tomorrow **will be** Tuesday.

When the future shows an intention or wish, then it is better to use 'going to + verb'.

Example: They are **going to clean** the pond tomorrow.

Ex. 1. Read carefully the above passage once again. Now, fill in the blanks in the following paragraph with shall/will + Verb; be + V + ing or going to + Verb, to denote future actions. Use the Verbs in the brackets:

Mr. Roy and his family _____ (go) to Darjeeling in the summer vacation. They _____ (start) by Darjeeling Mail on the 26th of May. They _____ (get) down at Siliguri. Mr. Roy's sister lives there. Her husband _____ (take) them to Darjeeling. They _____ (stay) there for a week. They _____ (visit) Kurseong, Kalimpong, Mirik and Mangpu also.

Ex. 2. You already know that we use pronouns for nouns. Pronouns also have irregular plural forms. Learn this table:

Singular	Plural
This/It	These
That	Those
You	You
He/She	They
I	We

Read the following passage and fill in the blanks with suitable pronouns:

Sumit, Rajat and Amal go to school by bus. _____ reach the bus-stop by 7 a.m. Sumit lives nearby. _____ comes first. Then come Amal and Rajat. _____ have to walk a mile to get to the bus-stop. The bus is regular. _____ always comes on time. _____ is never late. We stay in the school hostel. _____ rooms are on the first floor.

D. Writing:

Ex. 1. Write five sentences on what you can do to keep your locality clean. You may take examples from the text.

Ex. 2. Write out your plan for next Sunday. What are you going to do:

(i) in the morning ? _____

(iii) in the evening ? _____

[You may write like this : _____

[You may write like this: I am going to do some homework in the morning.]

Letter-Writing

1. Put a tick (✓) against the right answer:
- (i) Who brings letters to your house ? () a partner
 () a postman
 () a passenger
- (ii) Your friend lives in Bombay. You wish to invite him to your house. How will you do it ? Tick off (✓) your choice:
() I will write a letter.
() I will go to Bombay.
() I will send someone to Bombay.
2. Here is a letter from Biresh to Arun. Biresh Kumar Thapa is Arun's best friend. He lives at Darjeeling.
- Read the letter carefully. As you read,
- (i) look at the address and date in the letter. Note where and how you write them.
(ii) study the beginning and the end of the letter.
(iii) note the full stops, commas and capital letters.

Dalap Chand Basti,
Dist. Darjeeling,
Pin : 734101
28 Sept. 1995

Address
] date

My dear Arun,

Thank you very much for your letter. It is autumn and Midnapore must be quite warm now. Why don't you come and spend a fortnight with us in Darjeeling? We will be very glad to have you with us. You will like the place and the climate. The weather in Darjeeling is pleasant now.

Please write soon and say you can come.

Your friend,
Biresh


Sri Arun Sen Gupta
Village : Sabang
P.O. Sabang
Dist. Midnapore
Pin 721101

A. Comprehension:

Ex. 1. (a) Find the address in the letter. Study the order of the information given in it. Now, put the following information in order by putting numbers in the brackets given:

- () the name of the town, city, or district
- () the number and the name of the place, road or street
- () the pin code

(b) The address on the envelope must have the name of the person you wish to write to. Find out where it is in the letter in your text.

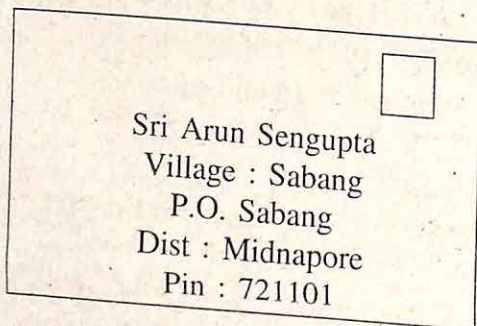
Ex. 2. Study the letter again and answer the following questions:

- (a) Where do we write the date?
- (b) How do we write the date?

Ex. 3. Say whether the following sentences are **true** or **false**.

- a) Biresh is a Bengalee.
- b) It is very cold in Darjeeling in autumn.
- c) We have autumn in September and October.
- d) Arun lives in Midnapore.
- e) Arun has already written a letter to Biresh.

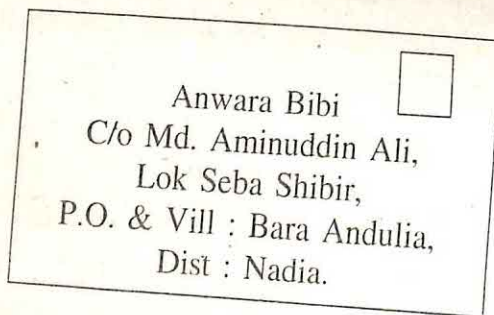
Ex. 4. Look at the address on the envelope below and answer the questions given below:



- a) Where is the stamp pasted?
- b) Where do you write the address?
- c) What do you write on the first line?

Ex. 5. Study the example first. Then read the following paragraph. Draw an envelope in your exercise book and write the address on the envelope.

Example: Anwara Bibi is the wife of Md. Aminuddin Ali. They live in a small village. The name of the village is Bara Andulia. The name of their locality or 'para' is Lok Seba Shibir. The village has its own Post Office and it is in the district of Nadia.



Arati is the wife of Mr. Desai. They live in a small flat in 'Satadal' on B. T. Road in Calcutta. The number of their flat is 12. Draw an envelope and write Arati's address with Pin Code-700 002. Do it in your exercise book.

Ex. 6. Read the letter in the text again and answer the following questions.

- (i) Who is writing the letter?
- (ii) Who is he writing to?
- (iii) Why is he writing the letter?
- (iv) Underline the sentence in which he is inviting his friend.

B. Vocabulary:

Ex. 1. Here are two incomplete letters in reply to a letter of invitation. (a) is a letter of acceptance and (b) is a letter declining the invitation. Fill in the blanks with words given in the box below and complete the letters in your exercise book. Write the letters in proper form as shown in the letter in the text. (You may have to use some words twice).

- (a) Thank you for your kind _____. I am _____ to tell you that I will be _____ to join you on your _____ trip to _____ in _____.
No _____ today. More _____ we meet.
- (b) Thank you for your _____. I am very _____ to say that it will _____ be _____ for me to _____ you on your _____ trip to _____. My uncle and aunt are _____ here to spend a week with us in _____. I _____ you are _____.

sorry, glad, join, holiday, able, hope,
not, summer, Shillong, kind, more, all,
invitation, possible, coming, when, well.

More about the form of a letter:

1. Here is a part of a letter. See how the letter begins. Where does the greeting begin?

Greeting →

Dear Debu,

Next Friday our school sports will be held in the local playground at 1 p.m. Could you come to see _____.

26, J. N. Road,
Calcutta-700 019
23 Sept. '95

Rule:

(Write the greeting a little below the address but to its extreme left. Write the name after the greeting. Leave a margin on the left hand side of the letter.)

2. Learn the different ways of greeting:

- (a) My dear Amal, (for people you know well)
- (b) Dearest Selina, (for people you know very well)
- (c) My dearest Matibir, (for people you know closely)
- (d) Dear Mr. Khan, (for people you know slightly)

(Always select the right greeting for the right person.)

3. Now, see how a letter ends. The ending of a letter must match the beginning of a letter.

Example: beginning →

Thank you for your letter.

ending →

We'll be happy if you come.
With best wishes,

Your friend,
Ram

← Leave-taking
↓

There are different ways of ending a letter and different ways of leave-taking. Here are a few examples:

- (a) With regards to you and your family,
- (b) With love,
- (c) Your friend,
Tapan
- (d) Your loving friend,
Rama
- (e) Please write soon.
- (f) Hope to hear from you soon.

C. Grammar in use:

Ex. 1. Complete the following letter using the correct form of the verbs given in brackets and also polite forms like 'thank you' and 'please'.

Dear Mala,

_____ for your letter. I _____ (be) glad to know that you will _____ (come) to Calcutta during the Puja holidays. I _____ (be) really _____ (wait) for the Puja holidays to come. _____ (bring) your sister with you.

It's very hot in Calcutta these days. I _____ (be) _____ (study) for the terminal examination now. _____ (write) and _____ (tell) me when you will _____ (come).

With love,

Soma

Ex. 2. Here are a few ways of inviting. Read and learn.

- (a) **Why don't you come** and spend some days with us in Darjeeling?
- (b) **Could you come** and spend some days with us in Darjeeling?
- (c) **Please come** and spend some days with us in Darjeeling.
- (d) **How about coming** and spending a few days with us in Darjeeling?
- (e) **Why not enjoy** a few days here with us in Darjeeling?

Ex. 3. Here is a letter which Kamal wrote to his father. His father is now at Durgapur. Kamal could not punctuate the letter properly. He also did not use the right greeting and ending. Rewrite the letter in proper form in your exercise book, using proper greeting, ending and punctuation marks. Use capital letters where necessary. A very important item has been left out. Don't forget to write that.

12, Maniktala Main Road,

Calcutta-54

dear father, i got your letter yesterday and came to know that you have bought a nice book for me I am really glad to hear it but i am eager to know the name of the book. Why didnt you mention its name i hope to meet you next week the annual function of our school will be held next week i wish you could join mother is well here wish you good health with regards Kamal.

D. **Writing:**

1. Here is an incomplete letter from Sujay to his friend Sunil. Read and complete it. Do it in your exercise book.

CG-41

Salt Lake

Calcutta-700 091

23 November '95

Dear Sunil,

Thank you for your letter. You will be glad to know that we are going to Shillong in the last week of December. We will stay there for seven days with our uncle. My parents want you _____

Your friend,

2. Read the following address and write a paragraph about Bishnu Pathak. You may see Exercise-5 under Comprehension.


Sri Bishnu Pathak
S/o, Sri Sambhu Pathak,
7-A, Mahatma Gandhi Road,
Netaji Nagar.
Calcutta-700 040

Invitations

Read the following conversation between Vimla and Gita. Then answer the questions given below :

Gita : Are you doing anything tomorrow evening?

Vimla : Isn't tomorrow a Saturday?

Gita : Yes, it is.

Vimla : Well, I'm free in the evening.

Gita : Can you come to dinner? I've invited some of my friends. They'll be glad to meet you.

Vimla : Thank you for the invitation. I'll be here at 4 O'clock. Is that all right?

Gita : Yes, that's all right.

Vimla : I would like to know many things about West Bengal. I'll be glad to meet your friends too. Shall I bring my photo-album with me?

Gita : Yes, of course. Do bring your album. We would like to see your family photographs.

Vimla : Thank you. See you then.

Gita : Good Bye.

A. Comprehension:

- (i) How many times does Vimla thank Gita?
- (ii) Why does Vimla do it?
- (iii) "Do bring your album"—Here are some other ways of saying the same thing:
(a) You may bring your album. (b) Please bring your album. (c) Bring your album. (d) Please do bring your album. Which are polite expressions?
- (iv) Find a sentence where—
 - (a) Gita enquires whether Vimla can come.
 - (b) Gita invites Vimla.
 - (c) Vimla accepts the invitation.
 - (d) Vimla confirms the time.
 - (e) Vimla expresses a wish.
 - (f) Vimla seeks permission.

B. Vocabulary:

Ex. 1. A word (noun) may be used to name people according to the work they do:

Example: a person who makes pots is a **potter**
 a person who teaches is a **teacher**

What do you call a person who

- (i) repairs shoes: _____
 - (ii) cuts people's hair: _____
 - (iii) collects news and information for a newspaper or magazine: _____
 - (iv) delivers letters and parcels: _____
 - (v) bakes bread and cakes: _____
 - (vi) makes things out of wood: _____
 - (vii) builds houses or walls with brick or stone: _____
- Choose your answer from this box:

mason, baker, barber, cobbler, postman, carpenter, journalist

Ex. 2. Match the words in column A with their meanings in column B. One is done for you.

A	B
(i) accompany	a) to go with somebody ()
(ii) enquire	b) to establish the truth of ()
(iii) invite	c) ask somebody about something ()
(iv) album	d) to refuse something offered ()
(v) accept	e) ask somebody to go somewhere ()
(vi) decline	f) to receive something offered ()
(vii) confirm	g) a book with a collection of photographs (iv)

Ex. 3.

- (a) **'-tion'** can be added to the end of a word to make a new word.

Example: act + tion = action

Note that there is only one 't' in 'action'

Form new words from the following words by adding '-tion'

collect = _____; direct = _____;
correct = _____; attract = _____;
connect = _____; suggest = _____;
construct = _____;

- (b) Similarly, you can add **'-ment'** to a word to make a new word.

Example: punish + ment = punishment.

Form words from these words by adding '-ment'

imprison = _____; enlarge = _____;
develop = _____; improve = _____;

C. Grammar in use:

- I. Verbs in sentences have different functions. We use sentences for different purposes. Study the following sentences and their functions. Your teacher will tell you the reason for using them.

Sentence		Function
(i)	Come here	ordering
(ii)	Write your name on the blackboard	giving instructions
(iii)	Where's your book?	enquiring
(iv)	I'm in Class VII now.	stating a fact

Ex. 1. Now, match the functions with the following sentences:

Sentence	Function
(i) My brother is a doctor.	a) Greeting ()
(ii) Could you please open the door?	b) Requesting ()
(iii) When did you come to school today?	c) Inviting ()
(iv) Good morning, Sir.	d) Stating a fact ()
(v) Please come over to my house for tea.	e) Stating a wish ()
(vi) I would like to buy a new pen.	f) Enquiring ()

II. Verbs like **can, may, shall, will, must, could, should, would** are usually used with the main verb. These verbs cannot be used as a complete verb. So they are called **helping verbs** or **auxiliary verbs**.

Example: You **may go** now. He **will go** home now.
She **can dance** well. We **must leave** now.

Ex. 2. Fill in the blanks with 'can', 'may', 'must', 'could', 'should'.

- (i) Tomorrow is a holiday. We _____ go for a picnic.
- (ii) Children _____ not play on the roads. It is dangerous.
- (iii) _____ I leave the room? I want to drink water.
- (iv) Reba _____ sing very well. She got the first prize last year.
- (v) He _____ not come to school yesterday. He had a high temperature.
- (vi) You _____ not eat rich food. You are not well.

Ex. 3. Match the sentences in column A with those in column B

A	B
1. I found Reshma's book in the garden.	He will not help you. ()
2. It might rain today.	Please leave me alone. ()
3. I have lost my pen.	I must give it to her. ()
4. I am not feeling well.	I must borrow one. ()
5. Ram is not your friend.	You should take your umbrella with you. ()

D. Writing:

Ex. 1. Complete the following letter:

9th Mile
Kalimpong
12 Sept. '95

My dear Prabir,

Thank you very much for your letter. It's summer and Calcutta must be quite hot now. But here in Kalimpong it is pleasant. Could you come here and spend—

Please reply by return post and say you can come.

Your friend,
Baichung

Here are a few points. You may use them.

- (i) request to bring light woollen clothes.
- (ii) state a wish to take him to Darjeeling and Kurseong.
- (iii) express good wishes for the family.

Ex. 2. Write a reply to this letter in your exercise book. Prabir can accept or decline the invitation. Use some of these words and group of words or phrases.

thank, kind invitation, glad, join you, happy, sorry, won't be able to,
try to go, next time, please don't mind

A Drama on a Rainy Day

1. Read the story quickly and put a tick (✓) against the right answer.

The story is about

- (i) an adventure.
- (ii) a funny incident.
- (iii) a painful incident.

The weather was bad that day. The July sky was dark and dull the whole day. It was raining continuously. My two cousins and I had an early dinner and we were doing our homework in the sitting room of our uncle's house as usual. The oil-lamp was burning steadily. Our uncle was sitting on a cot. Old Ramkamal Bhattacharya was smoking the 'hookah' quietly. Our uncle's guards were chanting the Ramayana at the gate, and the three of us were studying silently in the room.

Suddenly I heard a howl just behind me. My cousins cried out, "Help! Help!" Before I could turn round, the lamp went out and it was pitch dark. I rushed out of the room and found our uncle shouting at the top of his voice, "Thief! Thief!"

We saw the thief being chased by the guards. They caught the thief and beat him badly.

What a shock we got! It was poor old Ramkamal Bhattacharya. Soon everybody got busy fanning and nursing him. Then someone said, "Look! there is a tiger behind the tree."

Just then, Indra came in. He was passing by and he had heard the shouts. Everyone cried "Run! run! a tiger! There is a tiger behind the tree."

Indra quickly rushed out. He went bravely towards the tree with a lantern in his hand. Everybody waited with fear. Indra watched for sometime and said, "Sir, I think it's not a tiger."

The tiger jumped up with folded hands and cried, "No, sir, I'm Chhinath, —Chhinath Bohurupi". We knew Srinath. He was a professional disguiser.

Indra burst into laughter. But our uncle was very angry. He punished Srinath by getting his long cotton tail cut off.

A. Comprehension:

Ex. 1. Read the lesson again and answer the following questions:

- What time of the day did the incident happen?
- What was the day like?
- Where did the incident happen?

Ex. 2. In the story, different persons were doing different things at the same time. Make a list of their activities and then fill up the following:

- The three boys were _____
- Their uncle _____
- _____
- _____

Ex. 3. Answer the following questions. (You may work in pairs.)

- Who does the writer refer to as—"the three of us."
- What happened to Ramkamal Bhattacharya?
- Who was Srinath?
- Why did people think him to be a tiger?
- Who found him behind the tree?

Ex. 4. Say whether the following sentences are **true** or **false**.

Pick out the sentences from the text that support your answer. Do it in your exercise book.

- The story-teller is a young boy.
- The story-teller's uncle was the master of the house.
- The weather was very nice on that day.
- It was a real tiger behind the tree.

B. Vocabulary:

Ex. 1. Which one of the following words does not describe Indra's character?

- i) curious (ii) coward (iii) active (iv) brave (v) smart

Ex. 2. Fill in the gaps with the following words or group of words:

thief, chanted, rushed, was caught, were shouting, gate.

The musicians _____ some Sanskrit 'slokas' from an old Sanskrit book. The old man _____ out of the house. The people _____ near the _____.

A _____ had broken into a house and he _____ by the police.

Ex.3. Tick off (✓) the correct answer in the box given:

- (i) A professional disguiser is one who earns by
- ☐ a) telling stories
 - ☐ b) dancing and singing
 - ☐ c) dressing and acting as different characters.

(ii) The word 'pitch-dark' means

- ☐ a) completely dark
- ☐ b) slightly dark

C. Grammar in use:

I. Study the underlined words in the following sentences:

It was raining. The oil-lamp was burning. My uncle was sitting on a cot. Ramkamal Bhattacharya was smoking.

In the above sentences, many activities were going on at the same time. They were going on for sometime.

Rule: When activities go on for some time in the past, we usually use the Past-Continuous Tense.

Ex. 1 Here is a part of a story. Tick off (✓) the right form of the verbs in brackets. One day, Tapas and Rahim (went/were going/go) to school. They (was meeting/were meeting/met) an old man. The old man (was carrying/carries/carried) two bags full of books. The boys (were helping/helped/help) him. Then they (were running/are running/ran) quickly to school.

II. Now, study the following sentences:

It was bad weather that day.

It was late in the morning.

Rule: In the above sentences, 'It' is used to begin the sentences. So, 'it' is called the introductory 'it'. We use 'it' in this position to say something about the verb, to describe the weather, to tell the time, date, etc.

Ex. 2 Answer the following questions. Use 'it' at the beginning of your answer. Use the words given in brackets. You may work in pairs.

Example: What is the time now? (10 o'clock)

It is 10 o'clock.

- (i) How is the weather today? (very cold)
- (ii) How was the weather yesterday? (pleasant)
- (iii) What is the duty of a student? (study hard)
- (iv) What is not easy? (get the highest marks)

- (v) What was very brave of Indra? (go and find out the truth)

Show your answers to your teacher.

Ex. 3. Study the following situations and combine the given sentences into one. Use the **past continuous form** and the **simple past**. Number (i) is done for you. You may work in pairs. Your teacher will help you.

Example: (i) Madhu listened to the radio last night. In the middle of the programme a friend came to see him.

Madhu **was listening** to the radio when a friend **came** to see him.

- (ii) Manisha did her homework in the evening. Suddenly the lights went off.
(iii) Mala used her bicycle yesterday. On the way the front wheel fell off.
(iv) Mr. Shovan worked in the office. Suddenly he had a heart attack.
(v) Mother sewed a new dress for me. She pricked her finger by the needle.
(vi) The students made a noise. Suddenly the teacher came into the class.

D. Writing:

Fairs are held in villages and towns all over our country. People in large number gather there. Various activities go on there. There are sellers as well as buyers. Some sell balloons. Some people hold magic shows in tents. Children ride merry-go-round. Some singers sing songs. Many women buy household goods. Beggars go round begging and some men just move about aimlessly.

Now, suppose you went to a fair and saw all these activities. Describe these activities. Use verbs in the past continuous form wherever possible.

When Dinosaurs Ruled the Earth

1. Read quickly the following passage and put a 'tick' (✓) against the right answer.

(a) A Dinosaur is,

(i) a kind of fish.

(ii) a kind of bird.

(iii) a kind of reptile.

(b) Dinosaurs lived on the earth.....

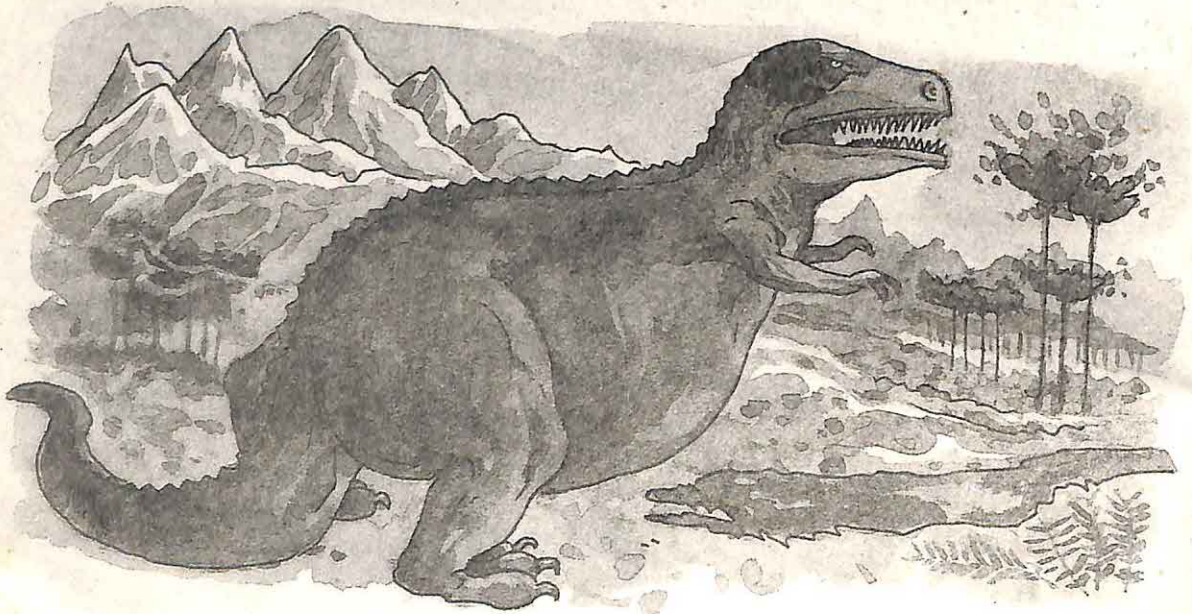
(i) long after man came to this earth.

(ii) long before man lived on this earth.

(iii) not very long ago.

Long, long ago, some workmen were digging the ground for a building. As they were digging deeper and deeper, they found huge bones and teeth. "Very strange!" said the workmen. "Whose bones could these be? They are neither the bones of cows or horses, nor are they of elephants."

The bones were heavy like stones. Scientists came and examined the bones. They tried to put the bones together to make a skeleton. Soon they found that they belonged to a huge animal—the DINOSAUR !



The earth was different when Dinosaurs were living here. It was always summer and warm all the time. Though there were some mountains and volcanoes, most of the land was low and flat. There was more water than land on this earth. The water of the sea was also warm. Dense green plants grew all over the land. Perhaps it rained a lot in those days.

Dinosaurs ruled this warm earth more than one hundred million years ago, long before the first man appeared on this earth. These animals did not suddenly appear. They developed slowly from one of the reptile families. At first they were small creatures 2-3ft. long. They did not crawl along the ground like other reptiles. They ran quickly along on their back legs and their small front legs were like small hands with long claws. They balanced their huge body with the help of their long tails.

Though some Dinosaurs were small, they were fierce. Some were flesh eaters. They ate other small reptiles. Slowly these flesh-eaters grew large in size.

But some of the early Dinosaurs were different. For many, many years, they ate rich green plants. The earth was then covered with juicy, green leaves. These plant-eating Dinosaurs spent the whole day eating and slowly these plant eaters grew to a giant size.

Dinosaurs went on ruling the earth for millions of years. Gradually these huge animals completely disappeared from this earth. Now you can see the skeletons of Dinosaurs in the museums.

A. Comprehension:

Ex. 1. Read and put a cross (×) against the incorrect statements. Are the other statements correct? How do you know?

- a) Some men found Dinosaurs under the earth. ()
- b) Men found bones of the Dinosaurs under the earth. ()
- c) When Dinosaurs were there, the climate of the earth was different. ()
- d) There was only one season throughout the year. ()
- e) There was more land than water on the earth. ()
- f) Dinosaurs moved on their four feet. ()
- g) Dinosaurs used their tails to balance their huge body. ()
- h) All Dinosaurs were vegetarians. ()

Ex. 2. Read and complete the following chart:—

Name of animal	lived when?	where?	food habit	type of family	size
Dinosaur				reptile	

B. Vocabulary:

Ex. 1. The meanings of words in column A are given in column B. Match them. Write the numbers in A, in the brackets in B. One is done for you.

A	B
(i) dense	(a) a bony framework of the body ()
(ii) million	(b) move slowly on hands and knees ()
(iii) develop	(c) one thousand thousand or ten lakhs. (1,000,000) ()
(iv) crawl	(d) unusual ()
(v) skeleton	(e) grow larger ()
(vi) strange	(f) thick ()
	(i)

Ex. 2. Circle the reptiles in the following list. One is done for you.

lion, tiger, crocodile, tortoise, (snake), elephant, lizard, horse

Ex. 3. Find words from the text opposite in meaning to the following:
(One is done for you)

appeared: _____

cool: _____

huge: _____

meek: _____ fierce

high: _____

front: _____

uneven: _____

slowly: _____

C. Grammar in use:

Ex. 1. Fill in the chart with proper forms of the verbs:

Present	Past
	found
	came
examine	
	belonged
	grew
	ran
balance	
	ate
	spent

Your teacher will give you more such verbs.

Ex. 2. You have already learnt the use of articles 'a', 'an' and 'the' in Class VI.

Here are some more uses of the article '**the**'.

Rule: 'the' is also used:

- (i) before the names of things which are only one of their kind,
e.g. **the moon, the sun, the universe.**
- (ii) when we refer to a particular kind of animal or thing,
e.g. **The** tiger is a fierce animal. **The** knife is made of steel.
- (iii) before the names of rivers, seas, mountain-ranges, oceans and groups of islands,
e.g. **the** Ganges (or the ganga), **the** Himalayas, etc.
- (a) Find examples of the use of **the** in the lesson. Say which rule they come under. You may work in pairs. Exchange your answers with other pairs for correction and then submit your answers to your teacher.

Ex. 3. Fill in the blanks with **a, an** or **the**

- (i) _____ Arabian Sea
- (ii) _____ Equator
- (iii) _____ little dog
- (iv) _____ large market
- (v) _____ university
- (vi) _____ reptile family
- (vii) _____ Bay of Bengal
- (viii) _____ honourable person

Study the following sentences. The underlined verbs are in the past continuous form:

- (i) Some workmen were digging the ground for a building.
- (ii) Millions of years ago, Dinosaurs were ruling the earth.
- (iii) What were you doing at 12 O'clock last night?

Rule: We use the **Past Continuous Tense** to say about an action that continued for some time in the past and was not complete.

Ex. 4. Now, study the following table for the verb form and make ten sentences from here. Follow the examples given. You may work in pairs or groups.

Example: She was cooking dinner for the family. They were playing in the field.

I	was	cooking working playing reading writing digging
He		
She		
We	were	
They		
You		

D. Writing:

Ex. 1. Mr. Pramanik and his family were living in a house. Suddenly, in the evening a stranger came into the house.

Write what each one **was doing** at that time. (Use the past continuous tense and the hints given below.)

Example: Raju, his son, **was doing** his homework.

- (i) Mr. Pramanik (read/magazine)
- (ii) Mrs. Pramanik (cook/dinner)
- (iii) Raju (son/do homework)
- (iv) Mala (daughter/paint/picture)
- (v) Gita (daughter/read book)

Ex. 2. Write **five** sentences on what you and others at home were doing last Sunday between 6 p.m. and 10 p.m. while it was raining.

The Great Teacher



1. Read through the story quickly and find answers to the following questions:

(i) Who was the great teacher? What was his first name?

(ii) Was he an Indian?

(iii) Where did he teach?

1. Henry Louis Vivian Derozio was born in a Portuguese- Indian family in Calcutta on 18 April, 1809. At that time Calcutta was not as crowded as it is now. It was then a lonely city. People used palanquins and horse-drawn carriages for travelling within Calcutta. Some rich people used elephants. Here and there one could see stables for horses. Derozio lived

in a red building near the 'darga' at Moulali in Calcutta. He was junior to Raja Rammohan Roy by thirtyfive years and senior to Iswarchandra Vidyasagar by eleven years.

2. Henry went to school at the age of six, in the year 1815. He was a student of Dharmatolla Academy. David Drummond, a famous teacher, established the school near Chandni Chowk. Students had to cross on foot a road and a vast field shaded by green trees to reach their school.

3. Henry Derozio's father was Francis Derozio. He belonged to a Portuguese merchant family. He was an accountant in a merchant office, named J. Scott and Company. He earned a lot of money and built a beautiful red house at Moulali.

4. Henry lost his mother at the age of seven. His stepmother loved him deeply. He had great interest in studies. For this, everybody loved him. He had a soft and sympathetic mind and had great love and respect for his family.

5. Henry studied at Drummond's school till 1823. The teachings of David Drummond influenced him greatly. According to Drummond, man is the greatest of all creatures and serving man is to worship God. This thought of Drummond influenced the life of Derozio very much.

6. Derozio was a very bright student. He often stood first in English and other subjects, and got gold medals.

7. Derozio became a teacher of Hindu College (now Presidency College) in the year 1826. He was 17 years old then, and some of his students were even older than him. He was a brilliant teacher. Students had great respect for this young teacher. Some students of senior classes also came to attend his lectures. They also had great respect for him. He taught English and European History. He organised group discussions and debates even outside the classroom and himself joined them. Students were attracted by his genius and polite behaviour.

8. He organised a debate society called "Academic Association". Plato, the great teacher-philosopher of ancient Greece, also organised such an association and called it "Akademos". Derozio took the idea from Plato and inspired free thinking and reasoning among young students. He inspired the youths to fight against superstition. Soon he became an idol of the youths of Bengal. His followers were called "Young Bengal". Seldom has a teacher exercised such a great influence on his students within so short a time. Unfortunately Derozio died only at the age of twentythree, on December 26, 1831. But he left his mark on the history of modern Bengal. In fact, he was one of the makers of modern Bengal.

A. Comprehension:

Ex. 1. Read and fill in the chart with information about Derozio from the text:

Full name	
Date of birth	
Place of birth	Calcutta
Father's name	
Name of School	
Place of teaching (Name of Institution)	
Name of his debate Society	
Died	On December 26, 1831

Ex. 2. Read the story and complete the following sentences:

(i) Two other great men of Bengal mentioned in this lesson are:

(a) _____

(b) _____

(ii) The two means of transport common in Derozio's time were.

(a) _____

(b) _____

(iii) Derozio lived near _____ at _____ in _____

(iv) Derozio's father worked as an _____ in a _____

(v) Derozio was greatly influenced by the ideas of _____

(vi) Derozio taught the youths of Bengal (a) _____ and _____

(b) to _____

Ex. 3. Read the story and match the paragraphs with the following titles.

(One is done for you)

(4) Derozio's love for family.

() Derozio as a student.

- () Calcutta, when Derozio was born.
- () Derozio's School.
- () David Drummond's influence on Derozio.
- () Formation of a youth association.
- () Derozio's father
- () Derozio, the great teacher.

B. Vocabulary:

Ex. 1. (a) From the story find words opposite in meaning to:

- (i) crowded: _____
- (ii) junior: _____
- (iii) dull: _____

(b) Find **two** words having the same meaning from paragraphs 2 and 3.

(c) Find **two** words with almost the same meaning from paragraphs 5 and 8.

Ex. 2. Match the words in column A with their meanings in column B. Write only the numbers in 'A' in the brackets in 'B'. One is done for you.

A		B	
(i)	stables	(a) power of thought	
(ii)	accountant	(b) someone who is greatly loved and respected	()
(iii)	merchant	(c) to have pity	()
(iv)	establish	(d) a box shaped wheelless vehicle carried on shoulders with poles on either side	()
(v)	sympathise	(e) to arrange	()
(vi)	organize	(f) shelters for horses	(i)
(vii)	reason	(g) to set up	()
(viii)	idol	(h) a person buying and selling goods for profit	()
(ix)	palanquin	(i) one who keeps business accounts	()

Ex. 3. Fill in the blanks with words from the box below:

- (i) Ramu worked very hard and _____ a lot of money.
- (ii) Reba's _____ was very kind to Reba and loved her very much.
- (iii) During festivals people _____ God.
- (iv) Haru came late to school, so he could not _____ the classes.
- (v) People were _____ by the beautiful scenery of Darjeeling.
- (vi) Rama had great _____ for her teachers.
- (vii) _____ are more active than the elderly people.
- (viii) Rabindranath could write poems and draw pictures early in life. He was a _____.

earned, respect, genius, stepmother, attracted, worship, youths, attend.

C. Grammar in use:

Ex. 1. Use the following words as necessary, in the blanks below. You may work in pairs. Your teacher will help you.

everyone/everybody, anything/everything, some/any, something/somebody

- (i) Q. Is _____ very good at Arithmetic in your class?
A. No, only _____ are very good.
- (ii) Q. Was the old man carrying _____? Did _____ help him?
A. Yes he was carrying bags. Two boys helped him.
- (iii) Q. Can we learn _____ about a language in five years?
A. No, but we can learn _____.
- (iv) Q. Why was Derozio loved by _____?
A. He was loved for his soft and polite behaviour.

Ex. 2. Study the underlined words in the following sentences:

- (a) Henry went to school at the age of six.

(b) Calcutta was then a lonely city.

You know that the underlined verbs are in the past tense. We use the past tense to:

- talk about things that happened in the past.
- tell stories or narrate experience.
- talk about historical events.

Study the following chart:

B				A
PAST				PRESENT
(iv) remote past	(iii) point of time	(ii) a period of time	(i) Immediate past	Now
They <u>lived</u> in Delhi many years ago.	They <u>lived</u> in Delhi in 1980	I <u>lived</u> in Delhi for ten years	I <u>stayed</u> in my aunt's house yesterday.	I <u>live</u> in Calcutta now.

Read the sentence in box-A showing present time. Then read the sentences in the boxes (i) to (iv) under B. Study the underlined Verbs and the time each sentence suggests. Your teacher will help you. Frame similar sentences and state the time.

Ex. 3(a) Note the present and the past forms of the following verbs:

Present	Past
has/have	had
is / am	was
isn't / is not	wasn't / was not
are	were
aren't / are not	weren't / were not
tie	tied
teach	taught
think	thought
build	built
quarrel	quarrelled
ask	asked
have	had
try	tried
love	loved
call	called
earn	earned
show	showed
stand	stood
break	broke
make	made
give	gave

(b) Now, fill in the blanks with the past form of the verbs given in brackets:

A farmer _____ (have) three sons. They always _____ (quarrel).

This _____ (make) the farmer unhappy.

One day the farmer _____ (think) of a plan. He _____ (call) all his sons in his room. He _____ (show) them a bundle of sticks and _____ (ask) them to break the bundle. All his sons _____ (try), but no one could break it. The farmer _____ (untie) the bundle and _____ (give) one stick to each of them. Now each one easily _____ (break) his stick.

D. Writing:

Write a paragraph about Sunil Gavaskar (in about 15-18 sentences) using the following hints. You may work in pairs. Show your work to your teacher.

Year of birth	1949
Nationality	Indian
Popular as	Sunny, the little master
Played during the period	1971-1987
First Test Played	1971 against West Indies
World Records	774 runs in 4 tests 34 centuries in Test Cricket.
Average runs in Test Cricket	51.12
Total runs scored in Test Cricket	10,122 (the only Indian cricketer scoring more than 10,000 runs)
Highest score in Test Cricket	236 not out in Chepauk, Madras, against West Indies
Half centuries in Test Cricket	45
Number of matches played against different countries	125 (38 against England; 27 against West Indies; 24 against Pakistan; 20 against Australia; 9 against New Zealand; 7 against Sri Lanka)
Played as Captain	in 47 tests.

You may add other points.

Nature in the Northern Region

Vegetation in North Bengal consists of different kinds of trees and shrubs. It mainly covers the districts of Darjeeling, Jalpaiguri and Cooch Behar and stretches for about 3000 square kilometres. The stretch from the plains up to the mountains is known as Terai and Bhabar. In this area, trees like **Sal** and **Teak** grow. On the mountains, a tree called '**Dhupi**' grows. This is a kind of tree brought from Japan.

The climate and temperature change as the land rises from the Terai and Bhabar to the mountain regions. The vegetation also changes as the moisture varies. In the Terai region, the presence of moisture in the air is very high. When it rains, the whole area remains flooded. Roots of trees do not get much oxygen from watery soil. So the trees grow support branches to support themselves on the ground.

In North Bengal, the hill region goes up to 3669.72 metres. Sal, Chikrassi and Champ are the important trees found in the Terai and Bhabar region. These are widely used as timber for building sheds, railway sleepers and many other things.

In this area, the growth of trees seem to be arranged in a slope of three rows. The tall trees are as high as 25 metres. In the middle there are smaller trees like Chalta, Gamar and Malata and at the lowest level, shrubs like Bhat and Tagar grow.

The Terai forest is the usual home for large animals like elephants, tigers, gaurs and wild buffaloes. There are also deer, rhinoceros, pythons and bears. Here the smallest animals are mountain goats, mountain sheep, wolves and flying squirrels.

Birds are plenty in the Terai and Bhabar regions. Most of them are singing birds like Shama, Drongo and Thrush. Game birds like Fowl and Partridge can also be seen. In the mountain region, birds have beautifully coloured feathers, but they cannot sing as sweetly as the Terai birds.

In the plains there are worms like Leeches. These are quite harmful to the farmers. The forests on the mountains breed Ticks. These are a kind of very small blood sucking insects. These are also no less harmful to the people living over there.

A. Comprehension:

Ex. 1. Read the lesson and complete the following chart:

region	total area	trees and shrubs found	animals found	birds found
Terai and Bhabar		Sal,	elephants	Shama

Ex. 2. Read and answer the following questions:

- Name a tree found in the mountain region which was brought from Japan?
- Why does the vegetation vary as the land rises up to the mountain region? You may discuss with your partner first.
- How high are the tallest trees of this region?
- What kind of vegetation grow in the middle and the lowest level of this region?
- What is timber from the trees used for?

Ex. 3. Tick off (✓) the correct answers in the following:

- The region that has the highest moisture in the air is
 - the Terai region,
 - the Bhabar region,
 - the mountain region.
- The trees in the Terai region grow support branches because
 - the area is flooded due to heavy rain.
 - the roots do not get oxygen from watery soil.
 - there is a change in the moisture.
- Game birds are wild birds that
 - are hunted for sport and food.
 - are used for playing games.
 - kill other birds.
- Leeches and Ticks are dangerous to the people because
 - they live in water.
 - they destroy vegetation.
 - they are blood-sucking worms and insects.

- (e) Timber is obtained mainly from
- Chalta, Malata and Gamar.
 - Sal, Teak, Chikrassi and Champ.
 - Bhat and Tagar.

N.B. Ask your teacher to explain the difference between a **tree** and a **shrub**.

B. Vocabulary:

Ex. 1. Use words from the box below and complete the passage:

The forest _____ as far as the river bank. The _____ there is very thick. _____ and _____ grow in plenty in this region. The forest is a _____ for all kinds of _____ animals, specially the tiger. There is a small road through the _____ that leads to the river. The local people are _____ a bridge across the river. They are using _____ from the forest to _____ the bridge.

wild, timber, forest, vegetation, construct, Sal, stretches,
Teak, building, habitat.

Ex. 2. Match the words in column A with their meanings in column B. Put the numbers in column A in the brackets given in column B.

A	B
1. consists	heavy beam of wood to keep rails together ()
2. shrubs	small blood-sucking worms. ()
3. moisture	give birth to ()
4. breed	very small blood-sucking insects. ()
5. sleepers	rain in the form of vapour ()
6. leeches	made up of ()
7. ticks	plants smaller than trees ()

Ex. 3. Here is a list of trees and shrubs. Write (T) for a tree and (S) for a shrub in the brackets given. Your teacher will help you.

- | | | | |
|----------------|-----|--------------|-----|
| (i) Neem | () | (iv) Mango | () |
| (ii) Rose | () | (v) Tagar | () |
| (iii) Gulmohur | () | (vi) Coconut | () |

C. Grammar in use:

I. Study the underlined verbs in the following sentences.

- (a) Vegetation in the Terai and Bhabar regions consist of different kinds of trees.
- (b) It covers the districts of Darjeeling, Jalpaiguri and Cooch Behar.
- (c) It stretches for about 3000 square kilometres.

The above sentences are in the **simple Present Tense** or **Present Indefinite**.

They tell us about something that is a general truth.

Rule : The Simple Present Tense or Present Indefinite is not only used to talk about the present time but also used to say that something is true in general or something that happens regularly.

Ex. 1. Change the underlined past forms of the verbs into their present forms and write those in your exercise book.

Mr. Brown was a retired person. He stayed in bed and read the newspaper. Then he got up at about eight O'clock and had his breakfast. After breakfast, he worked for a while in his garden. He didn't work very hard. His wife gave him his lunch, and then he took another rest.

II. You know that a singular subject in a sentence requires a singular verb. Similarly a plural subject requires a plural verb.

Example : My friend **likes** to play football. (singular)

My friends **like** to play football. (plural)

The verb must agree with the subject in Number and Person. Here are a few more rules:

- (a) When two or more singular subjects are joined by **and**, they usually take a verb in the **plural**.

Example : Sal, Teak and Champ **are** some of the important trees.

- (b) When two nouns express one idea, they usually take a verb in the **singular**.

Example : Bread and butter **is** his daily food.

- (c) When the singular subjects begin with **each** or **every**, the verb is in the **singular**.

Example : Every boy and girl **was** present at the meeting.

(Each and every refer to only one.)

Ex. 2. Fill in the blanks with the correct forms of the verbs given in brackets:

- (i) Mita and Dipa——absent today. (is / are)
- (ii) Every boy in the class——a textbook. (has / have)
- (iii) Wheat, rice and dal——useful foodgrains. (is / are)
- (iv) Rice and curry——his favourite dish. (is / are)
- (v) Each student——given a prize in the class. (was / were)
- (vi) To be neat and clean—— a good thing. (is / are)
- (vii) Every man and woman in the village——present at the magic show.
(was / were)

D. Writing:

Make a list of the trees, animals, birds, and insects you find in your locality. Write a paragraph with a heading for your school magazine, describing each of them. Are they helpful to the people or harmful? Write in 8-10 sentences. Keep the following points in mind.

Name	size	habitat	food	helpful/harmful

A Report

1. Here is the report of an interesting competition. Read it silently. Guess the meanings of new words. Your teacher will help you.

Boys' Own Club
Lebong Road
Darjeeling

Ref. No. BOC/5/95

Dated, July 30, 1995

Last year the President of our club asked the younger members of the club to plant twenty-four trees in the club compound and in the neighbouring locality. The competition was limited to boys of 10-12, 12-13, 13-14, and 14-15 years of age groups.

"Boys, you all know the need for planting trees", said the President. "We want to start a tree planting project. Planting trees is just the beginning of our project. The plants must live and grow. We shall give you prizes after one year".

So the younger members of the club met and decided to take the guidance of the gardener of the local park. The gardener advised them and also supplied them with some quantity of fertilizer. The President gave the boys twelve Deodar and twelve Eucalyptus plants.

On July 2, 1994 the boys of each group selected four spots and four-saplings. In the afternoon they gathered in the selected spots. They dug up soil with spades and added fertilizer. Then they planted the saplings and watered them. They also put up a bamboo fence round each plant.

Every afternoon after their play was over, four boys from each group watered the plants. Sometimes they would turn up the soil or add fertilizer or spray insecticide. In this way they nursed the plants for one year and not a single plant died.

After one year the President and the club members inspected all the plants and jointly declared the prizes for the most healthy plants. The boys in the age group of 12-13 years won the first prize. Boys in the age group of 14-15 got the second prize, and the third prize went to the boys in the age group of 10-12 years. The boys still take care of the trees everyday and will do so in the future too. They will plant more trees.

The future members of the club and the people in the locality will certainly benefit from the boys' project and this will be their reward.

Sd/- M. K. Tamang
Secretary,
Boys' Own Club, Lebong.

A. Comprehension:

Ex. 1. Now, read the lesson again and fill in the details of the report in the form below:

Name of Project:	
Locality:	
Persons taking part in the Project:	
Started on:	
Person giving the idea:	
Work done so far:	
Result:	
Future plan and hope:	

Ex. 2. Ask your partner these questions. Change roles and then answer the same questions yourself. Your teacher will help you.

- (i) This is a report from the notice-board of a club. Who wrote the report? Do you know his name?
- (ii) Who were the prize winners?
- (iii) What class could they be in? Guess and answer.
- (iv) Will the boys carry on with their project?
- (v) What will be their satisfaction?
- (vi) Are girls allowed to be members of the club? How do you know?

B. Vocabulary:

Fill in the blanks with suitable words from the list given below. There are extra words.

- (a) _____ are young trees. Goats and cows eat them. So we put a _____ round our garden.

- (b) To _____ is to look after properly.
- (c) The club used the money for the _____ of the poor.
- (d) To _____ is to examine or check carefully.
- (e) Insecticide kills insects. So people _____ the powder on plants.
- (f) A _____ is a plan for work.

spray ; saplings ; benefit ; project ; inspect ; nurse ; declared ; spade ; fence.

Ex. 2. Complete the sentences with the right pair of words given below:

- (a) She ran to the _____ with great joy to _____ the parcel from the postman.
- (b) It was difficult for the _____ and thin boy to carry the _____ of water from the well.
- (c) The naughty boy put his _____ hand into the _____ in the tree to catch the squirrel.
- (d) The teacher did not _____ the boys enter the class-room when they came _____ to school.
- (e) Mr. Roy _____ the _____ book that was lying on the table.
- (f) The poor man _____ his foot badly and walked up to his _____ with great difficulty.
- (g) The mad dog _____ the child, so the angry villagers _____ the dog with a stick.
- (h) The man put on his best _____ and trousers and then _____ the front door before he left.

hurt – hut ; read – red ; bit – beat ; whole – hole ; shirt – shut ; let – late ; gate – get ; pale – pail ;

C. Grammar in use:

Ex. 1. Fill in the blanks with proper forms of the verbs given in brackets:

Last Monday it _____ (rain) all the day. Soma _____ (be) very glad. She _____ (stay) indoors and _____ (play) indoor-games with her little brother. They both _____ (have) their lunch early. At noon they _____ (do) their lessons. In the afternoon the sister and the brother _____ (make) paper-boats and _____ (float) them in the rain water flowing in the ditches.

Ex. 2. Join the pairs of sentences below as in the example given:

Example: { He had no money.
He could not buy the book.

He had no money **to buy the book.**

- (i) Every cricket team has a captain. He directs the other players.
- (ii) His father went to Agra. His object was to visit the Taj Mahal.
- (iii) The robber took out a knife. He wanted to frighten the old man.
- (iv) He works very hard. He wants to do well in his examination.
- (v) Rani visits the village every month. She wants to do some social work.

D. Writing:

Trees are very useful. Here are some hints. Write a few sentences about the usefulness of trees. You may work in pairs. Your teacher will help you if necessary.

Hints: Trees

Usefulness: _____ shade _____ cool _____ oxygen _____ rain _____
stops erosion of soil _____ wood _____ fuel.

POEMS

Cats Sleep Anywhere

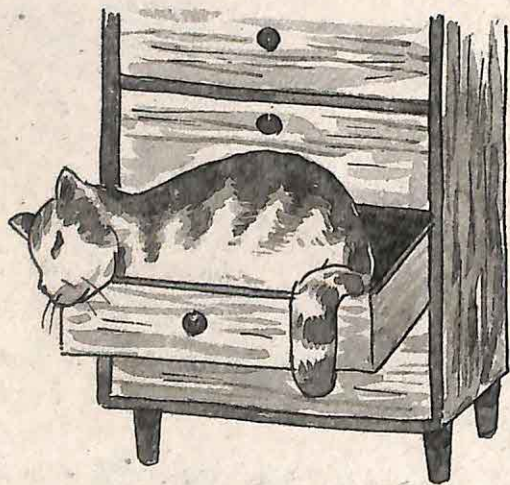
Cats sleep
Anywhere,
Any table,
Any chair,
Top of piano,
Window ledge,
In the middle,
On the edge,
Open drawer,
Empty shoe,
Anybody's
Lap will do.





Filled in a
Cardboard box
In the cupboard
With your frocks—
Anywhere!
They don't care!
Cats sleep
Anywhere.

Eleanor Farjeon



1. Listen to your teacher reading the poem.
2. Make a list of the places where cats sleep.
3. The word 'anywhere' rhymes with '**chair**' and '**care**'.
Find words in the poem that rhyme with:
ledge _____ ; shoe _____ ; box _____ .
4. Learn the poem by heart.

Circus

Giraffes are tall,
and their heads are high.
They stare at people
As they go by.

Tigers are long,
And painted with dyes.
They have soft whiskers
And yellow eyes.

Camels hump up
Where they should hump down.
Their tails are limp
And furry and brown.

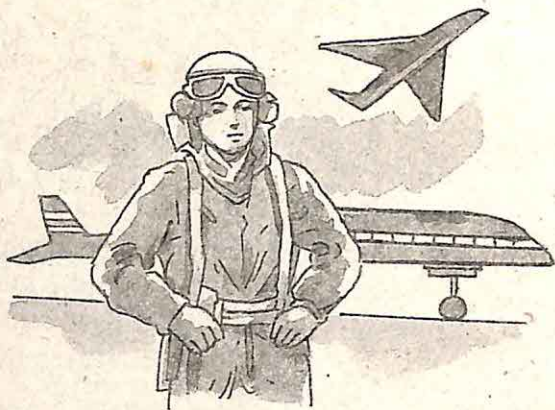
They can't do tricks
Like the bears and the seals,
But they're all of them very
Prompt to meals.

—Marchette Chute

1. Listen to your teacher reading the poem.
 2. Which animal(s)
(a) are tall ; (b) are long ; (c) has a hump ; (d) has soft whiskers ; (e) has a furry tail ; (f) can do tricks.
 3. The word '**high**' rhymes with the word '**by**'. Find words in the poem that rhyme with:
dyes : _____ ; brown : _____ ; meals : _____
 4. Which animals are '**prompt to meals**'?
-

What Are You Going To Be ?

What are you going to be ?
What are you going to be ?
I shall be a pilot
That's the life for me.



What are you going to be ?
What are you going to be ?
I shall be a farmer
That's the life for me.



What are you going to be ?
What are you going to be ?
I shall be a football player
That's the life for me.



1. Listen to your teacher reading the poem.
2. Now, read the poem in groups of four or six.

Example: Group 1 : The first two lines ____ the question.

Group 2 : The third and fourth lines ____ the answer.

3. Act out the poem in class.

Who Has Seen The Wind ?

Who has seen the wind ?
Neither I nor you,
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind ?
Neither you nor I,
But when the trees bow down their heads
The wind is passing by.

—C. G. Rossetti

1. Read the poem with your partner.
Ask the question in the first line of each stanza and let your partner give the answer. Change roles.
2. (i) Have you seen the wind ?
(ii) What does 'tremble' mean ? What tremble in the wind ?
(iii) What bend down their heads ?
(iv) Why do they bend down their heads ?
3. Which words rhyme with 'you' and 'I' ?

Some More Writing Practice

I. Read the information in the chart and then read the paragraphs about Mohit Dey given below:

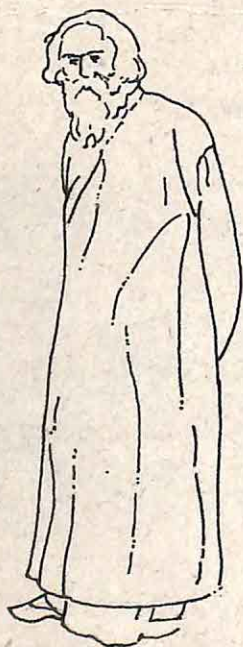
	MOHIT DEY	RITAM BANERJEE
Age	11	12
Address	12, Nandan Road, Calcutta-25	80, Dwarik Ghosh Road, P.O. Bhadrakali, Serampore.
School	Mitra Institution	Bhadrakali Vidyamandir
Class	VI	VII
Height	1.3 metre	1.5 metre
Weight	50 kg	45 kg
Build	broad	slim
Favourite game	football	badminton
Other interests	swimming, cycling	painting, playing violin

Mohit Dey is eleven years old. He lives at 12, Nandan Road, Calcutta-25 and goes to Mitra Institution. It is near his house. He is in class VI.

Mohit is a boy of broad build. He is 1.3 mt. tall and weighs 50 kg. His favourite game is football, but he also enjoys swimming and cycling.

Now write two paragraphs about Ritam Banerjee in your exercise book.

II. You have heard about both Rabindranath Tagore and Mahatma Gandhi. Look at the pictures of the great men.



(i) Compare and contrast their appearance and their interests. The hints below will help you. Add other words to the list before you start writing. Use the past tense.

beard

long hair

tall

politician

thin

scantily dressed

spectacles/glasses

poet

reformer

love of beauty

love of freedom

tolerance

non-violence

III. Read the letter and note the Verb forms :

47/4 Shyam Nagar Road,
Calcutta-52
10 December 1996

Dear Krishna,

Rabeya, Shyamali and I **have planned** to visit Darjeeling, Mirik and Kalimpong during the Christmas holidays. The day before Christmas we **are travelling**

by luxury coach to Darjeeling. There we **are staying** with a friend of ours. During the day we **are going** round the town in a jeep. We've already **booked** our seats. On the second day we **are making** a trip to Mirik by a trekker. It'll be wonderful **to visit** the Lake and the countryside. We'll **go back** to Darjeeling for the night. The next day we **are going** to Kalimpong via Mongpu. We'll **visit** the cincona factory and the house where Rabindranath once **lived**. There we'll **walk** round the town and then we **are attending** a performance. We've **booked** for Kabuliwala. We'll **return** to Calcutta on the first day of the New Year.

Would you like to join us? We'll be very glad. **Write and let us know.**

With best wishes,

Your friend,
Keya

(Note: We've booked = We have booked

We'll walk = We will walk.)

(ii) Now, look at the following chart. Imagine that this is the itinerary that you have planned for your class. Your school is taking you on a tour to Rajasthan.

from	to	how	date	places
Calcutta 14 September	Delhi 16 September	Janata Express	16, 17 Sept.	i) Red Fort and city ii) Agra
Delhi	Jaipur	by bus	18, 19 Sept.	Trip round the City—City Palace, Hawa Mahal, Amber Palace
Jaipur	Ajmer	by bus	20 Sept.	Places of interest
Ajmer	Chittorgarh	by bus	21 Sept.	Places of interest
Chittorgarh	Udaipur	by bus	22 Sept.	Places of interest
Udaipur	Mt. Abu	by bus	23 Sept.	Places of interest
Mt. Abu	Calcutta via Jaipur, Delhi	by bus & train		

iii) Now, use words from the above letter and write a letter to a Rajasthani friend of yours about the tour. Ask him/her to meet you at the bus-stand in Jaipur at 11 a.m. All of you are going to stay at the Youth Hostel in Jaipur. Write the letter in your exercise book.

Asking for Information/Giving Information

IV. (a) Look at the information given below. Read it and then fill in the gaps in the conversation.

Name : Joya Biswas Class-VII Age : 13 Sisters/brothers : 2 brothers
 Father's name : Ramen Biswas Occupation : teacher
 Mother's name : Lina Biswas Occupation : house-wife
 Dist : South 24-Parganas Town : Canning Town

Moon Moon : Joya?
 Bulbul : Thirteen
 Moon Moon :
 Bulbul : No, she is in class VII
 Moon Moon :
 Bulbul : In Canning Town, South 24-Parganas
 Moon Moon : What
 Bulbul : A teacher
 Moon Moon :
 Bulbul : She has two brothers but no sister.

b. Read the information given and then fill in the gaps in the conversation.

Station	Train	Time
Howrah	Purulia Express	A. 11.25 (except Sundays) D. 16.40 (except Saturdays)

Ajoy : My father wants to go to Purulia on Saturday. What time does the train leave Howrah?
 Benoy : There is on Saturday. He can travel on Monday
 Ajoy : What time does the express arrive at Howrah?
 Benoy :
 Ajoy : Can father travel back on a Thursday?
 Benoy :
 Ajoy : Thank you very much.

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